

Innovation Team Members:
Emotive Outlook and Profiles Comparisons

Thesis Presented for the Degree of
DOCTOR OF PHILOSOPHY IN BUSINESS ADMINISTRATION
In the Graduate School of Business
UNIVERSITY OF CAPE TOWN

By

Christina Swart

D.Phil; MA Industrial Psychology; BA Honours; BA;

Registered Industrial Psychologist (PS 0068292)

Supervisor: Prof Kurt April

August 2016

The copyright of this thesis vests in the author. No quotation from it or information derived from it is to be published without full acknowledgement of the source. The thesis is to be used for private study or non-commercial research purposes only.

Published by the University of Cape Town (UCT) in terms of the non-exclusive license granted to UCT by the author.

DECLARATION

I, Christina Swart, hereby declare that the work on which this dissertation/thesis is based is my original work (except where acknowledgements indicate otherwise) and that neither the whole work nor any part of it has been, is being, or is to be submitted for another degree in this or any other university.

I empower the university to reproduce for the purpose of research either the whole or any portion of the contents in any manner whatsoever.

Signature:

Signed by candidate

Date: 15 August 2016

Acknowledgements

Many people and institutions contributed to the successful completion of this study. I would like to express my gratitude and appreciation towards everyone who made this possible.

- My family, Theo and Kylie Opperman for their love, patience, encouragement and time sacrificed. Without your support I would not have been able to achieve this.
- Prof. Kurt April my dissertation supervisor for his support, guidance, patience and availability. Thank you for your hard work, creating opportunities for me and always showing interest and enthusiasm regarding my progress. You became a friend during this process.
- To all participating institutions and participants patiently availing their time and resources and for showing an interest in my research.
- JvR Psychometrics for performing the statistical analyses and administering certain assessments. A special word of thanks to Dr Nicola Taylor, Ms. Sharlene Olivier and Ms. Hylce Kruger.
- The PhD Programme offered at GSB UCT laid the foundation after returning to academics after so many years. Prof. Ralph Hamann and Dr Stephanie Giamporcaro who created opportunities for which I'm grateful. The late Ms Kate Hunter at the library who was also extremely helpful – thank you.
- Ms Liretha Jordaan who assisted with diagrams, figures and tables, also sacrificing family time. Ms Debbie Nel and Mrs Beverly Jandrell-Uren for assistance with editing and support to submit the final thesis. Thank you.
- Mrs Elmarie Kotze from Bookden for all her support.
- Dr Charmaine Williamson and Dr Johann Burden as peer reviewers, and Prof. Grafton Whyte who supported me as sounding boards during this journey.
- To the Lord without whom nothing is possible.

I dedicate this dissertation to the memory of my late parents Willem and Maxi Cronje.

Innovation Team Members: Emotive Outlook and Profiles Comparisons

*Christina Swart D.Phil; MA Industrial Psychology; BA Honours; BA;
Registered Industrial Psychologist (PS 0068292)*

Abstract

Continuous innovation provides competitive advantage to organisations. Teams are considered as a vehicle for achieving innovative objectives, provided that they implement projects successfully. Several studies reported requirements on what constitute the most suitable team composition to ensure innovation success. The question remained unanswered as to what could be considered to increase the possibility and probability of innovation implementation team success. It was evident from the literature review that solutions could be provided should such challenges be viewed from a multi-disciplinary perspective. The emphasis and impact of team members' emotions were emphasised as an additional insight into optimising success for implementing innovation projects.

The theoretical framework guiding this study was the Emotional Style Theory of Davidson and Begley (2012). This affective neuro scientific theory was approached from an industrial psychologist point of view. This research introduced the concept of emotive outlook depicting six constructs namely: mental acuity, self/reality orientation, emotional fitness/change agility, emotional management(self), social sensitivity and sensitivity to context. The study's main contribution was examining and comparing the emotive outlook profiles and patterns of successful and unsuccessful innovation project implementation teams, within the financial services industry. Data was collected from an International Case (providing data from a multi-national company's operations in nine African countries) and a National Case (providing data from three Namibian Institutions). The total sample size was 169 participants.

In this mixed methods convergent parallel design study, the quantitative results of certain assessments and the qualitative findings utilising semi-structured interviews and focus group discussions were merged, at the interpretation stage. The purposes of complementarity, completeness, diversity and compensation were achieved when the results were merged.

The major contributions of this study were the findings that successful innovation implementation teams were characterized by intra-psychological strengths and cognitive abilities. The research findings concluded a weak focus on interpersonal aspects and team dynamics. The strengths of teams were found to be a reflection of the individual team members' strengths (mental acuity, emotional self-management, self-awareness and emotional intelligence). This led to postulations regarding team dynamics for innovation implementation teams and the importance of separating these teams from, for example, the creative teams in the innovation process. The context which could contribute to the success of these teams was highlighted by the qualitative strand of this research. The knowledge contribution of this study was the

prioritising of the emotive outlook constructs presented as a formula. From a scholarly point of view mixed methods research was presented as an exciting methodological choice addressing business challenges.

Practice implications were presented on team as well as Innovation Sponsors/ Champions selection criteria and Generation Y. Importantly, interesting areas for possible future research considerations were opened by this study.

Table of Contents

CHAPTER 1:	INTRODUCTION	1
1.1	Rationale for the Intended Study	1
1.2	Theoretical Framework.....	4
1.3	The Research Focus	6
1.3.1	The Research Problem	6
1.3.2	Purpose Statement and Research Questions	7
1.3.3	Research Assumptions.....	8
1.3.4	Research Approach.....	10
1.3.5	Research Ethics.....	13
1.3.6	Overview of the Study Approach	13
CHAPTER 2:	LITERATURE REVIEW	15
2.1	Introduction.....	16
2.1.1	Theoretical Framework of this Study	17
2.2	Affective Neuroscience	17
2.2.1	Introduction to Affective Neuroscience.....	17
2.2.2	The Importance of Emotions	18
2.2.3	Defining Emotions.....	20
2.2.4	Different Types of Emotions	20
2.2.5	Emotive/Affective Outlook/Style	22
2.2.5.1	Defining Emotive/Affective Outlook/Style.....	22
2.2.6	Affective Factors Impacting Innovative Behaviour	27
2.2.7	Brain Basis of Emotions	30
2.2.7.1	Introduction.....	30
2.2.8	The Impact of Culture on Affect.....	31
2.2.9	Summary	31
2.3	Innovation	35
2.3.1	Introduction.....	35
2.3.2	Defining Innovation.....	36
2.3.2.1	Innovation	36

2.3.2.2	Creativity	37
2.3.3	What Constitutes Successful Innovation?	37
2.3.4	Different Forms of Innovation.....	39
2.3.5	Characteristics of Innovative Individuals	39
2.3.5.1	Introduction.....	39
2.3.5.2	Identified Characteristics of Innovative People.....	40
2.3.5.2.1	Innovative Behaviour Compared to Entrepreneurial Behaviour.....	40
2.3.5.2.2	Personality Indicators of Innovative People	40
2.3.5.2.3	Cognitive Abilities.....	41
2.3.5.2.4	Technical Abilities.....	43
2.3.5.2.5	Interpersonal Skills	44
2.3.5.2.6	Emotive/Emotional Outlook.....	45
2.3.5.2.7	Intra-Psychological Resources.....	45
2.3.5.3	Team Structures	46
2.3.5.3.1	Appropriate Team Composition for Innovative Projects.....	46
2.3.6	Summary.....	50
CHAPTER 3:	RESEARCH METHODOLOGY	54
3.1	Purpose of this Research.....	54
3.1.1	Research Questions and Hypotheses	54
3.1.2	Variables	55
3.1.3	Unit of Analysis	56
3.2	Philosophical Foundations for Research	56
3.2.1	Pragmatist Worldview	56
3.2.1.1	Worldview Elements of Pragmatism	57
3.3	Research Design	58
3.3.1	Methodological Approach	58
3.3.1.1	Motivation for Choice of the Mixed Methods Design.....	58
3.3.1.1.1	Benefits Associated with Mixed Methods Convergent Parallel Designs	59
3.3.1.1.2	Challenges Associated with Mixed Methods Convergent Parallel Designs	60

3.3.1.1.3	Reliability and Validity in Mixed Methods Research	61
3.3.1.1.3.1	Validity	61
3.3.1.1.3.2	Triangulation.....	63
3.3.1.1.3.3	Data Saturation	64
3.3.1.1.3.4	Pilot Study	64
3.4	The Qualitative Part of the Research	67
3.4.1	Introduction.....	67
3.4.1.1	The Qualitative Design	68
3.4.1.1.1	The Phenomenological Approach for the Qualitative Methods	68
3.4.1.1.2	Validity and Reliability.....	69
3.4.1.2	Data Collection Procedures	74
3.4.1.2.1	Data Collection Procedures: Qualitative Data	74
3.4.1.2.1.1	Qualitative Sampling	74
3.4.1.2.1.2	Obtaining Permission/Access	76
3.4.1.2.1.3	Collecting the Information.....	78
3.4.1.2.1.3.1	Semi-Structured Interviews	80
3.4.1.2.1.3.1.1	Definition.....	80
3.4.1.2.1.3.1.2	Benefits of Using Semi-Structured Interviews	81
3.4.1.2.1.3.1.3	Challenges Associated with Semi-Structured Interviews.....	81
3.4.1.2.1.3.2	Focus Groups	83
3.4.1.2.1.3.2.1	Definition.....	83
3.4.1.2.1.3.2.2	Benefits	84
3.4.1.2.1.3.2.3	Challenges.....	84
3.4.1.2.1.4	Data Recording	86
3.4.1.2.2	Qualitative Data Analysis Procedures	86
3.4.1.2.2.1	Preparing the Data for Analysis.....	86
3.4.1.2.2.1.1	Semi-Structured Interviews and Focus Group Discussions.....	86
3.4.1.2.2.1.2	Analysing the Data	87
3.5	The Quantitative Part of the Research	87
3.5.1	Introduction.....	87

3.5.2	Descriptions of Assessment Instruments	88
3.5.2.1	Measurements to Evaluate Individual Emotive Outlook	88
3.5.2.1.1	16PF Fifth Edition South African English Version (16PF5)	88
3.5.2.1.2	Emotional Quotient Inventory 2.0 (EO-i®2.0)	92
3.5.2.1.3	Emotional Outlook Questionnaire	93
3.5.1.3	Measurements to Evaluate Individual Emotive Outlook in Groups	95
3.5.1.3.1	Assessment Instrument: StrengthScope®	95
3.5.1.3.2	The Team Emotional and Social Intelligence Survey (TESI) ...	98
3.5.3	Validity and Reliability	101
3.5.3.1	Introduction	101
3.5.3.2	Validity	101
3.5.3.2.1	Reliability	102
3.5.2.3	The Qualitative Design	103
3.5.2.3.1	Data Collection Procedures: Quantitative Data	103
3.5.2.3.1.1	Quantitative Sampling	104
3.5.2.3.1.2	Obtaining of Permissions	105
3.5.2.3.1.3	Collecting the Information	105
3.5.2.3.2	Data Analysis Procedures	105
3.5.2.3.2.1	Quantitative Data Analysis Procedures	106
3.5.2.3.2.1.1	Preparing the Data for Analysis	106
3.5.2.3.2.1.2	Data Analysis	106
3.6	Delimitations of the Study	107
CHAPTER 4:	QUANTITATIVE AND QUALITATIVE DATA COLLECTION AND ANALYSIS: INTERNATIONAL CASE	109
4.1	Background	109
4.1.1	Approach towards Innovation	109
4.1.2	Participating Countries: International Case	110
4.2	Successful Teams (B) and Unsuccessful Teams (A): Quantitative Data Collection	110
4.2.1	Identification of Participants	110

4.2.2	Criteria for being allocated to either Group A (Unsuccessful) or Group B (Successful)	111
4.2.2.1	Definition of Successful Innovation	111
4.2.3	Process of Obtaining Consent.....	111
4.2.3.1	Study Information Sheet	111
4.2.4	Response Rate.....	111
4.2.5	Data Collection Procedure	112
4.3	Assessments: Individual Profiles: Results and Analysis	112
4.3.1	Instrument: Emotional Style (Davidson & Begley, 2012).....	112
4.3.1.1	Analysis of Emotional Style Results	112
4.3.2	Instrument: The 16PF5	113
4.3.2.1	Analysis of 16PF5 Results.....	113
4.3.2.1.1	Analysis: Primary Factors.....	113
4.3.3	Instrument: EQ-i ²	115
4.3.3.1	Analysis of EQ-i ² Results	115
4.4	Assessments: Team Profiles	116
4.4.1	Instrument: TESI	117
4.4.1.1	Analysis of TESI Results.....	117
4.4.2	Instrument: StrengthScope®.....	118
4.4.2.1	Analysis of StrengthScope® Results	118
4.5	Qualitative Data Collection: Successful Teams (B) and Unsuccessful Teams (A).....	123
4.5.1	Semi-structured interviews: Innovation Sponsors/Champions	123
4.5.1.1	Identification of Innovation Sponsors/Champions	123
4.5.1.2	Data Collection Procedures	123
4.5.2	Focus Group Discussions: Successful Teams (B) and Unsuccessful Teams (A).....	124
4.5.2.1	Identification of Participants.....	124
4.5.2.2	Data Collection Procedures	124
4.5.3	Data Analysis: Semi-Structured Interviews and Focus Group Discussions	125
4.5.3.1	Transcriptions of Semi-Structured Interviews and Focus	

	Group Discussions	125
4.5.3.1.1	Process of Data Analysis: Semi-Structured Interviews and Focus Group Discussions: Audit Trail	125
CHAPTER 5:	QUANTITATIVE AND QUALITATIVE DATA COLLECTION AND ANALYSIS: NATIONAL CASE....	130
5.1	Background.....	130
5.1.1	Company A	130
5.1.1.1	Background.....	130
5.1.1.2	Approach towards Innovation.....	130
5.1.2	Company B	131
5.1.2.1	Background.....	131
5.1.2.2	Approach towards Innovation.....	132
5.1.3	Company C	132
5.1.3.1	Background.....	132
5.1.3.2	Approach towards Innovation.....	133
5.2	Quantitative Data Collection: Successful Teams (B) and Unsuccessful Teams (A):.....	134
5.2.1	Identification of Participants.....	134
5.2.2	Criteria for Being Allocated to Either Group A (Unsuccessful) or Group B (Successful)	134
5.2.2.1	Definition of Successful Innovation	134
5.2.3	Process of Obtaining Consent.....	135
5.2.3.1	Study Information Sheet	135
5.2.3.2	Response Rate.....	135
5.2.4	Data Collection Procedures	135
5.3	Assessments: Individual Profiles: Results and Analysis	136
5.3.1	Instrument: Emotional Style (Davidson & Begley, 2012).....	136
5.3.1.1	Analysis of Emotional Style Results	136
5.3.2	Instrument: The 16PF5	136
5.3.2.1	Analysis of 16PF5 Results.....	136
5.3.2.1.1	Analysis: Primary Factors.....	136
5.3.3	Instrument: EQ-i ²	137

5.3.3.1	Analysis of EQ-i ² Results	137
5.4	Assessments: Team Profiles: Results and Analysis.....	139
5.4.1	Instrument: TESI	139
5.4.1.1	Analysis of TESI Results.....	139
5.4.2	Instrument: StrengthScope®.....	139
5.4.2.1	Analysis of StrengthScope® Results	139
5.5	Qualitative Data Collection: Successful Teams (B) and Unsuccessful Teams (A).....	144
5.5.1	Semi-Structured Interviews: Innovation Sponsors/ Champions	144
5.5.1.1	Identification of Innovation Sponsors/Champions	144
5.5.1.2	Data Collection Procedures	145
5.5.2	Focus Group Discussions: Successful Teams (B) and Unsuccessful Teams (A).....	146
5.5.2.1	Identification of Participants.....	146
5.5.2.2	Data Collection Procedures	147
5.5.3	Data Analysis: Semi-Structured Interviews and Focus Group Discussions	148
5.5.3.1	Transcriptions of Semi-structured Interviews and Focus Group Discussions	148
5.5.3.1.1	Process of Data Analysis: Semi-Structured Interviews and Focus Group Discussions: Audit Trail	148
CHAPTER 6:	DISCUSSIONS AND RESULTS: INTERNATIONAL AND NATIONAL CASES	150
6.1	Introduction.....	150
6.1.1	Purpose of Study and Chapter Organisation.....	150
6.2	Discussion of the Quantitative Results	151
6.2.1	Quantitative Results: International Case	151
6.2.1.1	Discussion of the Assessment Results for Individual Profile Descriptors	151
6.2.1.1.1	Assessment: Emotional Style (Davidson & Begley, 2012) Results.....	151
6.2.1.1.2	Assessment: 16PF5 Results	152
6.2.1.1.3	Assessment: EQ-i ² Results	154

6.2.2	Discussion of the Assessment Results for Group Profiles.....	156
6.2.2.1	Assessment: TESI Results	156
6.2.2.2	Assessment: StrengthScope® Results	156
6.2.3	Quantitative Results: National Case	157
6.2.3.1	Discussion of the Assessment Results for the Individual Profile Descriptors	157
6.2.3.1.1	Assessment: Emotional Style (Davidson & Begley, 2012) Results.....	157
6.2.3.1.2	Assessment: 16PF5 Results	158
6.2.3.1.3	Assessment: EQ-i ² Results	158
6.2.3.1.4	Assessment: StrengthScope® Results	160
6.3	Qualitative Findings: International Case	161
6.3.1	Discussion of Findings: International Case: Innovative Sponsors/Champions	161
6.3.1.1	Introduction.....	161
6.3.1.2	Discussion of Findings: Primary Theme 1: Individual Sense-Making	162
6.3.1.2.1	Summary of Findings: Individual Sense-Making.....	165
6.3.1.3	Discussion of Findings: Primary Theme 2: Innovation Identity	165
6.3.1.3.1	Individual Innovation Identity of Individuals within Team	165
6.3.1.3.1.1	Summary of Findings: Individual Innovation Identity	168
6.3.1.3.2	Team Innovation Identity Formation.....	168
6.3.1.3.2.1	Summary of Findings: Team Innovation Identity Formation: Selection Criteria, Member Interaction, Atmosphere and Context	171
6.3.1.3.3	Discussion of Findings: Individual Innovation Identity: Preferred or Ideal	172
6.3.1.3.4	Ideal Team Interaction	174
6.3.1.3.4.1	Summary of Findings: Ideal (Preferred Individual) Innovation Identity and Team Interaction	175
6.3.1.4	Discussion of Findings: Primary Theme 3: Innovation Enablers	176
6.3.1.4.1	Summary of Findings: Innovation Enablers	178

6.3.1.5	Discussion of Findings: Primary Theme 4: Innovation Disenablers	179
6.3.1.5.1	Summary of Findings: Innovation Disenablers	181
6.3.1.6	Discussion of Findings: Primary Theme 5: Recommendations.....	181
6.3.1.6.1	Summary of Findings: Recommendations.....	184
6.3.2	Discussion of Findings: International Case: Focus Groups: Successful and Unsuccessful Groups	184
6.3.2.1	Introduction.....	184
6.3.2.2	Discussion of Findings: Primary Theme 1: Sense-Making	185
6.3.2.2.1	Discussion of Findings: Internalized and Externalized Sense-Making	187
6.3.2.3	Discussion of Findings: Primary Theme 2: Real Team Experience	187
6.4	Qualitative Findings: National Case	196
6.4.1	Discussion of Findings: National Case: Innovation Sponsors/Champions	196
6.4.1.1	Introduction.....	196
6.4.1.2	Discussion of Findings: Primary Theme 1: Individual Sense-Making	198
6.4.1.2.1	Summary of Findings: Individual Sense-Making.....	202
6.4.1.3	Discussion of Findings: Primary Theme 2: Team Innovation Identity Formation.....	203
6.4.1.3.1	Summary of Findings: Team Innovation Identity Formation.....	207
6.4.1.4	Discussion of Findings: Primary Theme 3: Innovation Disenablers	207
6.4.1.4.1	Summary of Findings: Innovation Disenablers	210
6.4.1.5	Discussion of Findings: Primary Theme 4: Innovation Enablers	211
6.4.1.5.1	Summary of Findings: Innovation Enablers	218
6.4.1.6	Discussion of Findings: Generation Y as Enabler.....	219
6.4.2	Discussion of Findings: National Case: Focus Groups: Successful and Unsuccessful Groups	220
6.4.2.1	Introduction.....	220

6.4.2.2	Discussion of Findings: Primary Theme 1: Sense-Making by Team Members	220
6.4.2.2.1	Summary of Findings: Sense-Making by Team Members	223
6.4.2.3	Discussion of Findings: Primary Theme 2: Real Team Experiences of Team Members	223
6.4.2.3.1	Current Team Identity Formation	224
6.4.2.3.1.1	Summary of Findings: Current Team Identity Formation	225
6.4.2.3.2	Discussion of Primary Theme 2: Team Dynamics	226
6.4.2.4	Discussion of Findings: Primary Theme 3: Proposed Emotional Signature for Successful Teams	233
6.4.2.4.1	Summary of Findings: Proposed Emotional Signature for Successful Teams	237
6.4.2.5	Discussion of Findings: Primary Theme 4: Proposed Building Blocks for Team Success	237
6.4.2.5.1	Summary of Findings: Proposed Building Blocks for Team Success	240
CHAPTER 7:	META-ANALYSIS AND MERGED RESULTS:	
	ANSWERING THE MIXED METHODS RESEARCH QUESTION	241
7.1	Introduction	241
7.2	The Merge Quantitative Results	242
7.2.1	Individual Profile: Emotional Style (Davidson & Begley, 2012)	243
7.2.1.1	Discussion of Results	243
7.2.2	Individual Profile: 16PF5	243
7.2.2.1	Discussion of Results	243
7.2.3	Individual Profile: EQ-i ²	244
7.2.3.1	Discussion of Results	244
7.2.4	Team Profile: TESI	247
7.2.4.1	Discussion of Results	247
7.2.5	Team Profile: StrengthScope®	247
7.2.5.1	Discussion of Results	249
7.2.6	Summary of Merged Quantitative Results for the International and National Cases and Linking with the existing Research	253

7.2.6.1	Summary of Results.....	253
7.2.7	Correlation Results: All Assessment Instruments	254
7.3	Merged Qualitative Results	254
7.3.1	Semi-Structured Interviews: Innovation Sponsors/ Champions	255
7.3.2	Focus Groups: Successful and Unsuccessful Groups	255
7.3.2.1	Merged Findings: Successful Groups (B).....	255
7.3.2.2	Merged Findings: Unsuccessful Groups (A)	255
7.3.3	Merged Qualitative Results: Semi-Structured and Focus Group Discussions	255
7.3.3.1	Individual Emotive Outlook Profiles: Successful and Unsuccessful Teams	255
7.3.3.2	Contextual Factors Impacting Successful or Unsuccessful Outcomes in Innovation Implementation Teams.....	257
7.4	Side-by-side comparison: Merged Quantitative and Qualitative Results.....	259
7.5	Discussion of Findings	260
7.5.1	Discussion of Findings: Emotive Outlook Profiles and Patterns in Teams.....	261
7.5.2	Contextual Factors	267
CHAPTER 8:	DISCUSSION	269
8.1	Introduction.....	269
8.2	Emotive Outlook Profiles	270
8.2.1	Individual Profiles	270
8.2.2	Team Profiles	272
8.3	Contextual Factors	274
8.3.1	The Role of the Innovation Sponsor/Champion	274
8.3.2	Generation Y	274
8.3.3	Soul of Business/Spirituality	275
8.3.4	Storytelling	276
8.4	Summary	276

CHAPTER 9:	CONCLUSIONS, LIMITATIONS, PRACTICE IMPLICATIONS, RECOMMENDATIONS AND FUTURE RESEARCH.....	277
9.1	Introduction.....	277
9.2	Emotive Outlook Profiles and Patterns.....	277
9.2.1	Adjusted Theoretical Framework	278
9.3	Recommendations.....	279
9.4	Contextual Factors Impacting Successful Outcomes of Innovation Implementation Teams	282
9.4.1	The Role of the Innovation Sponsor/Champion	283
9.4.2	The Role of Generation Y	283
9.4.3	Metacognitions	284
9.5	Limitations of this Research Study	284
9.5.1	Areas for Future Research	286
9.6	Practice Implications	288
9.7	Knowledge and Scholarly Contribution	289
9.8	Summary	290
References	292

List of Tables

1	Purposes adopted for this mixed methods study	11
2	Ethical considerations and applications.....	13
3	Core Constructs and Main Ideas: Affective Neuroscience and Emotions....	32
4	Summary: core constructs and main ideas: innovation	51
5	Summary: literature review: individual factors (hard/soft) and organisational factors impacting successful innovation	52
6	Research variables identified.....	55
7	Pragmatic approach towards the mixed methods study.....	57
8	Worldview elements of pragmatism: a summary	57
9	Comparing quantitative and qualitative research	58
10	Summary: motivation for choice of mixed methods study.....	59
11	Validity descriptions and mixed methods research	61
12	Potential validity threats in a mixed methods study design.....	62
13	Distinguishing characteristics of different qualitative designs	68
14	Comparison: qualitative and quantitative terminology	69
15	Number of participants: qualitative part of research	75
16	Challenges experienced by researcher: qualitative data collection; semi-structured interviews.....	83
17	Challenges experienced by researcher: qualitative data collection: focus group discussions	85
18	Types of validity and descriptive words: quantitative research.....	101
19	Types of reliability and descriptive words: quantitative research	102
20	Distinguishing characteristics of different quantitative designs.....	103
21	Identified participants: qualitative data: International Case	111
22	Response rate per questionnaire: Quantitative data collection: International Case	111
23	Strengths and potential weaker areas: Teams A and B: StrengthScope®: International Case.....	122
24	Interpretation of focus group data: recommendations	128
25	Identified participants: quantitative data: National Case.....	134
26	Response rate per questionnaire: National Case.....	135
27	Strengths and potential weaker areas: Teams A and B: StrengthScope®: National Case	144
28	Innovation Sponsors/Champions for Company A: National Case	145

29	Innovation Sponsor/Champion for Company B: National Case	145
30	Innovation Sponsors/Champions for Company C: National Case	145
31	Participants: Group A (Unsuccessful) and Group B (Successful): Focus Group Discussions: National Case.....	146
32	Participants: Group A (Unsuccessful) and Group B (Successful): Focus Group Discussions: National Case.....	147
33	The comparison between all Teams A (Unsuccessful and Teams B (Successful): Merged Results: StrengthScope®.....	248
34	Side-by-side comparison: quantitative and qualitative data: Emotive Outlook Profiles and Patterns: Individuals' Successful and Unsuccessful Teams	259
35	Proposed Framework: Emotive Outlook: Emotionally/Intellectually Fit Team Member: Innovation Implementation Teams.....	279

List of Figures

1	The Convergent Parallel Design	11
2	Theoretical Framework of this Study	16
3	Multi-level Model: Consequences of Emotions in Organisations	19
4	Impact of Emotions at Different Organisational Levels	27
5	Summary by Author: Link between Affective Neuroscience and Management Science	34
6	Traits of innovative entrepreneurial individuals	40
7	The innovator's DNA model for generating innovative ideas	43
8	Contextual Factors Impacting Successful or Unsuccessful Outcomes in Innovation Implementation Teams	258
9	Theoretical Framework of this Study	278
10	Innovation Implementation Teams Identity Formation Process	282

List of Annexures

Annexure A	Signed Ethical Clearance
Annexure B	Consent Form: Participants: Semi-Structured Interviews/Focus Group Discussions/Assessments
Annexure C	Study Information Sheet
Annexure D	Categorisation of Emotions
Annexure E	The Brain/Neural Basis of Emotion: Research Conducted
Annexure F	Guidelines for Choosing the Right Team
Annexure G	Data Collection Procedures for Mixed Methods Studies
Annexure H	Semi-Structured Interview Protocol
Annexure I	Focus Group Protocol
Annexure J	Data Analysis Procedures for Mixed Methods Studies
Annexure K	Example: Interview Transcriptions
Annexure L	Certificates as Proof of Attendance of Accreditation of Courses
Annexure M ₁	Permission Letter: “Assessing Your Emotional Style”
Annexure M ₂	Questionnaire: “Assessing Your Emotional Style”
Annexure M ₃	Emotional Style Scoring Key and Emotional Style Diagram
Annexure N ₁	Statistical Analysis/Results: International Case: Instruments: Emotional Style, 16PF5 and EQ-i ²
Annexure N ₂	Statistical Analysis/Results: National Case: Instruments: Emotional Style, 16PF5 and EQ-i ²
Annexure N ₃	Statistical Analysis/Results: International and National Cases: Instruments: Emotional Style, 16PF5 and EQ-i ² : Merged
Annexure O ₁	Statistical Analysis/Results: International Case: Instruments: The TESI and StrengthScope®
Annexure O ₂	Statistical Analysis/Results: National Case: Instruments: Instruments: The TESI and StrengthScope®
Annexure O ₃	Statistical Analysis/Results: International and National Cases: Instruments: Instruments: The TESI and StrengthScope®: Merged
Annexure P	Information on Participants: International Case: Semi-structured Interviews and Focus Group Discussion
Annexure Q ₁	Visual Summary: International Case: Coding Process

Annexure Q ₂	Visual Summary: National Case: Coding Process
Annexure Q ₃	Visual Summary: Semi-Structured Interviews and Focus Group Discussions: Coding Process: Merged
Annexure R	First Cycle: Coding on Transcriptions
Annexure S	Drawings of Participants
Annexure T	Report: Atlas.ti Coding
Annexure U	Summary: Articles Consulted for Meta-Analysis Process
Annexure V	Correlation Table: All Assessments

CHAPTER 1: INTRODUCTION

1.1 Rationale for the Intended Study

Several scholars propose innovation as a basis from which business success and organisational sustainability can be achieved (Dawar, 2013; Goffin & Mitchell, 2014; Altman & Tripsas, 2015). Crainer and Dearlove (2014, p. 1) state clearly that: “Innovation matters now more than ever. Few managers can argue with the assertion that innovation is a business imperative.” Snyder and Duarte (2003), Gumusluoglu and Ilsev (2007), Fisk (2008), Miron-Spektor, Erez and Naveh (2011), Walter, Parbo-Teeah and Riesenhuber (2011), McGrath (2013), Dawar (2013) as well as Hill, Brandeau, Truelove and Lineback (2014) hold similar views.

Furthermore, Leather (2013) suggests innovation as one of the major pressures that organisations face, whilst continuously investigating keys to improve innovation efficiencies (Kahney, 2009).

Despite the emphasis and the importance attached to innovation, most organisations lack sufficient innovation agendas and efforts. Several factors contribute towards organisations’ poor track records in innovation. According to Addison (2005), Dodgson, Gann and Salter (2008), Govindarajan and Trimble (2010), Radjou, Prabhu and Abuja (2012), Owens (2012), Schilling (2013), Dawar (2013), Leather (2013), as well as Crainer and Dearlove (2014) these factors are reflective of several dynamics.

Firstly, the key focus areas for innovation are insufficiently provided for in typical organisational strategies. According to Owens (2012), as well as Dodgson et al. (2008), this can be ascribed to organisations’ tendencies to avoid innovation strategies because of inherent uncertainties attached to such strategies. Organisations show a preferential focus for risk avoidance and business continuity. Such approaches result in structural, procedural and cultural constraints due to the strong focus on continuity and predictability (Govindarajan & Trimble, 2010). Shalley, Hitt and Zhou (2015, p. 1) identify this as an area for future research. They

suggest that innovation opportunities are provided for by a supportive organisational culture which stimulates employees' interests.

Secondly, rapid changes and advances in technology are also considered as contributing towards organisations' poor track record in innovation. Kodak is such an example of a company that paid insufficient attention to technological advances relevant to its industry. The lack of pro-active investment in digital photography cost them dearly (Crainer & Dearlove, 2014). Another example is the logistics industry transformation due to radio frequency identification labelling (Goffin & Mitchell, 2014).

Certain trends will substantively impact innovation and also business in the next decade. These identified trends are crowdsourcing (Boudreau & Lakhani, 2013), multi-sided platform-based businesses (Altman & Tripsas, 2015), rapid prototyping, 3D printing, robotics and nanotechnology (Dodgson et al., 2008). Other technology-driven innovation in the medical field noted are organoids and "brains-in-a-jar", facilitating drug testing and enhanced understanding of autism and schizophrenia (Carr, 2015, p. 129-130). Helm (2014, p. 102) previously highlighted "...cloud computing, wearable electronics, drones, bitcoin and commercial space travel" as major trends. In the financial services industry, and specifically banks, database technological developments such as "block chain technology" and "platform enablement" appear to be future norms, overtaking bitcoin (Masters, 2015, p. 124). Organisations must prepare themselves for these changes, especially from an innovation point of view.

A third factor contributing towards the lack of organisational innovation is attributed to the exponential growth in competition and accompanied dynamics, coupled with globalization. This becomes visible, in amongst others, customer sophistication, changes in the growth of core markets and an increased focus on competition (Govindarajan & Trimble, 2010). Goffin and Mitchell (2014) provide the example of the bicycle industry in Japan that lost market share because a competitor (Nippon Bicycle) who offered a cost-efficient, customer-focused option. Globalization

(presenting opportunities and threats) increasingly introduce changing technologies as customer demands and the subsequent markets, suppliers and competitors increase their international footprint and require a re-evaluation of their approach to innovation (Dodgson et al., 2008; Bubel, Ostraszewska, Turek & Tylec, 2015).

The fourth contributing factor is described by Crainer and Dearlove (2014, p. 13) as high rates of change, so that “...the speed with which new innovations routinely [swept] away competitive advantage and reconfigure[d] entire industries”. They provide examples of the cell phone industry which started with Motorola, then Nokia, followed by Blackberry, then the legendary iPhone, and now Samsung offering major choices to the customer. Radjou et al. (2012, p. 13) refer to companies being ill-equipped due to their highly-structured approaches and inability to cope with complexities as they relate to “scarcity, diversity, interconnectivity, velocity and breakneck globalization.” Different approaches to business modelling must be considered by organisations as dictated by their unique innovation strategies.

A concern is that innovation is not necessarily an automatic process in organisations, unless the leadership holds a focused and disciplined approach (Govindarajan & Trimble, 2010; Hill et al., 2014). Leather (2013), Tidd and Bessant (2013), as well as Miller and Wedell-Wedellsborg (2013) state that innovation is seldom integrated into all the business processes and units of an organisation. This view is supported by Goffin and Mitchell (2014) who suggests a challenge all (if not most) organisations face relate to their innovation capacities. The solution is not necessarily in spending more, nor strengthening R&D departments of organisations (Crainer & Dearlove, 2014; Bubel et al., 2015). Not all innovation efforts within different industries are embedded in a typical R&D tradition either (Frame & White, 2002). This necessitates a fresh look at established approaches to, for example, team composition and relevant individual capabilities in such teams, considered as the potential vehicle for innovation project implementation.

Based on the concerns raised, it becomes imperative that a view be supported that effective innovation can be achieved by addressing the individual, the team and the

organisation as a holistic whole (Adair, 2009). Den Hartog (2009), who focusses on the individual, adds that innovativeness can be maximised if individual abilities are utilised and capitalised on. Parker (2008), as well as Hill et al. (2014), elaborates on Adair's (2009) view, adding the team as the ultimate mechanism for creativity and subsequent innovation activities. Kelly and Littman (2004, p. 69-70) support this view and refer to "hot teams" where innovation projects take place.

1.2 The Theoretical Framework

It could be argued that, if teams become the vehicle for innovation, the relationship dynamics and the individual characteristics of team members justify investigation (Kelley & Littman, 2004; Perretti & Negro, 2007; Govindarajan & Trimble, 2010; Miron-Spektor et al., 2011).

Based on the literature, a body of theory indicates that as specific implementation teams are crucial for innovation project successes (Miron-Spektor et al., 2011), more attention needs to be paid to the individual team members and their behavioural characteristics (Scott & Bruce, 1994; Walter et al., 2011; Tidd & Bessant, 2013). Reference is made in the literature to innovative work behaviours as typical behaviours employees engaged in when participating in innovation driven projects (De Jong & Den Hartog, 2007; Miron-Spektor et al., 2011). Shalley et al. (2015, p. 11) reinforce the need that research focusses more on "personal or contextual factors". For example personal factors which constitute persistence at an individual level, despite several contextual stumbling blocks such as the organisational culture or management behaviour. An important question is asked by Christensen and Raynor (2003, p. 8) which directly impacted this study: "What can make the process of innovation more predictable? It does *not* entail learning to predict what *individuals* might do. Rather, it comes from understanding the *forces* that act upon the individuals involved in building business(s) – forces that powerfully influence what managers choose and cannot choose to do." It is the opinion of the researcher that many current descriptions of innovative work behaviours exclude such forces. Although it is acknowledged that all behavioural manifestations are contextual, the question is asked whether emotional outlook or emotional style (Davidson & Begley,

2012) could probably constitute such forces, forming the basis of innovative behaviours.

Based on this question and the focus on forces acting upon individuals, it can be considered whether the emotional lives of individuals are foundational to any interaction with the environment (Gazzaniga, Ivry & Mangun, 2009). Davidson and Begley (2012) imply that emotions form the basis of any analysis of such interactions and are central to all brain functions and subsequent behaviours. A correlation between aptitudes, emotional strengths and weaknesses is confirmed by Davis, Panksepp and Normansell (2003). A link is established between emotional outlook patterns and innovative behaviour, indicated by Phan and Sripada (2013) in that “emotions specify certain prototypical ways of appraising and responding to recurrent situations in the environment” (p. 376). Furthermore, it is proposed by Shin (2015, p. 21) that creative behaviours are “affect-laden”. Hodgkinson and Healey (2014) suggest a link between the innovation and affective processes. It can be considered that when individuals’ understanding and management of their emotional lives improve, their tendencies toward individual innovative behaviours increase.

Individual emotional outlook is linked in the literature to individuals’ perceptions of problems/opportunities/issues as well as the process of idea generation (Wood, Williams & Grégoire, 2012) when faced with major challenges (Davidson & Begley, 2012; Waytz & Mason, 2013; Rosen, 2014). This explains why an individual perceives challenges as overwhelming, mentally blocking learning behaviours, due to feelings of hopelessness (Von Krogh, Ichijo & Nonaka, 2000). Subsequent behaviours then indicate a loss of interest or even resistance to new or novel situations, with the individual returning to the more familiar (Von Krogh et al., 2000; Snyder, Ellwood & Chi, 2012).

Based on the above, this research study focuses on analysing the profiles of individual members of innovation teams from an affective neuro scientific point of view as per Davidson and Begley’s (2012) emotional style theory.

1.3 The Research Focus

1.3.1 The Research Problem

Goffin and Mitchell (2014, p. 24) provide an introduction to the research problem: “Although there are tools, theories and approaches, there is not yet a clear methodology to help managers improve innovation performance.” It is suggested by Scott and Bruce (1994) that the understanding of the underlying dynamics of individual innovation behaviour is crucial.

To improve innovation performance, an investigation into the behavioural characteristics of individuals who form part of innovation projects is proposed by Walter et al. (2011). These behavioural characteristics are influenced by emotions and cognitive functions that are closely interlinked. Davidson, Jackson and Kalin (2000, p. 904) advise in this regard “...that the domain of emotion – affective neuroscience – will be where new insights add improved understanding, [and] will be most visible in this new century”. This approach is supported by Hodgkinson and Healey (2014) whilst Gazzaniga et al. (2014) refer to the study of emotions as a growing research agenda. There seems to be a lack of an integrated methodology guiding organisations towards improving innovation efforts and requires that managers “...select and combine ideas from different areas of thinking” (Goffin & Mitchell, 2014, p. 26). Contemporary research supports a multi-disciplinary approach towards business dilemmas (Small, 2011; Bezuidenhout, 2014).

A deeper understanding is required of what individuals bring to teams that can potentially lead to an increased probability of successful outcomes, specifically for implementation teams focusing on innovation projects. For the purposes of this research, successful innovation is defined as: *the acceptability and usability of the outcome of the innovation process to the end-user, either internally or externally to the organisation*. It is concluded that a multi-disciplinary approach can address the concerns most appropriately.

1.3.2 Purpose Statement and Research Questions

Based on the arguments and concerns raised, this research focuses on investigating and exploring whether members of implementation teams for innovation projects have specific emotive outlook profiles and whether there are specific emotive outlook patterns.

To answer this and to achieve the objectives of this research study, a mixed methods study design is adopted as the “...research problem call for a combination of high levels of structure to test hypothesis and low levels of structure to discover new hypotheses...” (Axim & Pearce, 2006, p. 24). Mixed method studies lend themselves to making “meta-inferences” (“an integrated view of findings”) (Venkatesh et al., 2013, p. 25), which is applicable to this study.

The specific mixed method design adopted is the convergent parallel design, referred to as the “Triangulation Mixed Method Design” (Creswell & Clark, 2011; Delport & Fouché, 2011, p. 442). The main reason for this decision is that the qualitative and quantitative approaches and explanations are complementary to each other in answering the research questions (Creswell & Clark, 2011; Du Plooy-Cilliers, 2014; Axim & Pearce, 2006). Another consideration relates to an increased use of mixed method studies in business and management research (Bryman & Bell, 2011).

The researcher intends to contribute toward theory development by investigating emotive outlook profiles of members in successful innovation implementation teams. Such a contribution relates to the innovation implementation teams’ composition, potentially increasing the probability for successful innovation project implementation. For the purposes of this study the proposed definition for an innovation project implementation team is based on the definition by Garud, Tueftscher and Van de Ven (2015): “... an innovation (or entrepreneurial) team is formed and funded to develop the business idea based on a plan and budget approved by resource controllers (top managers or venture capitalists)” (p. 342). This description applies to this study and it is also the notion of the researcher that such teams consist of full-time staff members in an organisation.

The purpose statement is addressed with the following research questions:

Research Question 1: What were the emotive outlook patterns of individuals who formed part of a successful and unsuccessful team with innovation projects?

Research Question 2: Do specific distributions of emotive outlook patterns emerge amongst team members of successful and unsuccessful innovation projects?

Research Question 3: Is there a statistical significant difference in the patterns of emotive outlook between individuals in successful and unsuccessful teams, with regard to innovations projects?

Research Question 4: Is there a statistical significant difference in the patterns of emotive outlook amongst team members of successful and unsuccessful innovations projects?

Mixed Method

Research Question 5: What results emerged from comparing the exploratory qualitative data about emotive outlook profiles and patterns of successful and unsuccessful groups with the quantitative assessment data measured with certain psychometric instruments?

1.3.3 Research Assumptions

In addition to the literature review and the researcher's background in corporate organisations and in an international firm, certain assumptions guided this study.

Firstly, the apparent approach and manner when compiling teams for innovation projects seem to be done in a haphazard manner (LaFasta & Larson, 2001). Due to the non-existence of pre-existing teams for innovation projects implementation (Goffin & Mitchell, 2014), compromised team composition approaches are eminent (Snyder & Duarte, 2003; Barth, 2004; Perretti & Negro, 2007). Criteria considered

for compiling teams appear unclear and often mainly focused on the specialised knowledge of members (Kelly & Littman, 2004; Govindarajan & Trimble, 2010), their relevant experience (Barth, 2004; Parker, 2008; Adair, 2009), or merely the availability of the person at the time (Goffin & Mitchell, 2014). The dynamics of all teams and specifically implementation teams are compounded by the fact that the members operate within established organisational routines (Miron-Spektor et al. 2010).

Secondly, team composition tends to be based on traditional trait approaches (Kelly & Littman, 2004; Belbin, 1993; Goffin & Mitchell, 2014). Such approaches add value, but “...no generally ‘best test’ seem to be available” (Goffin & Mitchell, 2014, p. 292). The multicultural nature of teams is not necessarily accommodated for by the traditional trait approach methodology (Brett, Benfar & Kern, 2013). Tidd and Bessant (2013) recommend that team selection is to be considered as a major focus area when companies endeavour embedding innovation as a competency. In a study on identifying competencies of professionals in open innovation teams, Du Chatenier, Verstegen, Biemans, Mulder and Omta (2010, p. 271) state that: “The question emerges as to why some open innovation projects succeed while other projects fail?” – this question still seems inadequately answered in the literature.

Thirdly, multi-dimensional variables impact innovation and individual innovative behaviours. Such variables refer to the culture of the organisation (Schein, 1999; Martins & Terblanche, 2003; Goffin & Mitchell, 2014) and the leaders’ tolerance toward mistakes made by subordinates (Mayle, 2012). The impact of leadership behaviours on team outlook is emphasized by Goleman, Boyatzis and McKee (2013), Leather (2013), Schilling (2013), Goleman (2014) and Hill et al. (2014).

Other variables identified as impacting individual innovative behaviours, relate to people management practices in organisations. Examples of these variables are performance management measures and the financial rewards or incentives available to staff members for their innovation efforts (De Jong & den Hartog, 2007; Chen et

al. 2013; Goffin & Mitchell, 2014). Scott and Bruce (1994) add that the individual career stage and the individual's problem-solving behaviours should also be considered as having an impact. It is clear that influences from an individual, team and organisational level impact innovation. However, the most important variable impacting innovation team outcomes relate to composition (Adair, 2009; Im, Montoya & Workman, 2013).

Fourthly, it is highlighted that a different approach toward team composition is required. A neuro scientific lens is recommended by Hodgkinson and Healey (2014, p. 6) as a consideration for updating existing innovation frameworks, because "...emotion is central to enabling radical innovation." In line with this, the individual characteristics in a team, and the manifestation thereof, are emphasized by Gilson, Lim, Litchfield and Gilson (2015).

Fifthly, emotional/emotive outlook, a core construct of this study, is not considered as a 'competence' per se. Rather, it is viewed to be at a much deeper level (Davidson & Begley, 2012) and as previously presumed it tends to be ignored in most team composition efforts. Considering the emotional style theory of Davidson and Begley (2012), who are neuroscientists, this study focuses on emotional style from an industrial psychological lens, intending to add more insight as to why innovation implementation teams "... succeed or fail ..." (Du Chatenier et al., 2010, p. 271). The intention is to provide guidance to organisations in innovation team composition efforts.

1.3.4 Research Approach

This research study is based on a mixed methods approach as the combination of both qualitative and quantitative strands can enhance the quality of the research (Creswell & Clark, 2011; De Vos et al., 2011; Adams, Khan, & Raeside, 2014; Leedy & Ormrod, 2014). Venkatesh et al. (2013, p. 26) suggest that a mixed method design has "...one or more purposes beyond the core purpose of the research methodology" and is considered appropriate.

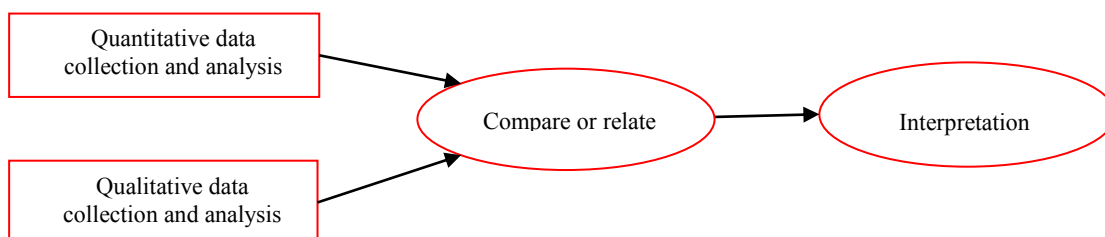
The purposes proposed by Venkatesh et al. (2013, p. 26), adopted for this study are:

Table 1: Purposes Adopted for this Mixed Method Study	
Purposes	Description
Complementarity	Mixed methods could be used to gain complementary views about the same phenomena or relationships.
Completeness	Mixed methods designs were used to make sure a complete picture of a phenomenon was obtained.
Compensation	Mixed methods enabled compensating for the weaknesses of one approach by using the other.
Diversity	Mixed methods could provide obtaining divergent views of the same phenomenon.
Source: Venkatesh et al. (2013, p. 26)	

The mixed method approach can increase confidence in this research study's conclusions since a single method (either a qualitative or quantitative approach) cannot explain the phenomena sufficiently (Ivankova, Creswell & Stick, 2006; Bryman & Bell, 2011; Saunders, Lewis & Thornhill, 2012).

This study attaches equal value to the quantitative and qualitative portions, hence the convergent parallel design (Creswell & Clark, 2011; Leedy & Ormrod, 2014). Creswell and Clark (2011) provide a clear and concise depiction of the parallel conversion design.

Figure 1: The Convergent Parallel Design



Source: Creswell & Clark (2011, p. 69)

Leedy and Ormrod (2014, p. 270) describe the convergent parallel design as the collection of both qualitative and quantitative data in parallel, concurrently and with respect to the same research question(s). The “...strive for triangulation” is supportive “...similar conclusions about the phenomenon under investigation”

(Leedy & Ormrod, 2014, p. 270). This is supported by Bloomberg and Volpe (2008, p. 15) who indicate that "...statistical as well as textual analysis of the information, and the reflections as both when results are presented." Alternatively, different insights from the qualitative and quantitative portions of the study can enrich theory and challenge existing assumptions regarding the area of study (Venkatesh et al., 2013). An additional view, expressed by Creswell and Clark (2011) is that a researched phenomenon can be understood holistically, if both strands of data are collected, "... because each provide a partial view" (p. 151).

In this study, the quantitative portion is based on psychometric assessments, as these are "... powerful for providing evidence of associations" (Axim & Pearce, 2006, p. 18), in order to test existing theories (Venkatesh et al., 2013). A similar goal for the use of instruments as a data collection method is provided by Ivankova et al. (2006).

The qualitative portion of this study utilizes semi-structured interviews and focus group discussions to investigate reasons for such associations (Axim & Pearce, 2006, p. 18), leading to in-depth and novel insights into the phenomenon, and encourage theory-building (Venkatesh et al., 2013).

The pragmatist worldview forms the basis for this mixed method design study (Creswell & Clark, 2011; De Vos et al., 2011; Bezuidenhout, 2014; Bloomberg & Volpe, 2016). This worldview contributes toward finding appropriate solutions, as well as stimulating additional research (Davis, 2014). Although a pragmatic worldview is followed the role of the "... actual influence of philosophical assumptions on research methods...", and specifically in mixed methods research is also recognized (Maxwell & Mittapalli, 2010, p. 147).

The sampling strategy is an important consideration as the participants had to be experienced in the research phenomenon (Pascoe, 2014). For the quantitative strand the sampling approach was non-probabilistic and specifically made use of judgment sampling (Sekaran & Bougie, 2013, p. 254). The sampling approach for the

qualitative strand was purposive based on specific characteristics, crucial for conducting this study (Pascoe, 2014).

1.3.5 Research Ethics

Adherence to the required ethical standards during the different stages of the research process, as stipulated by the Commerce Faculty's Ethics in Research Committee, is crucial. The signed Ethical Clearance Form for the study is attached (Annexure A). The different ethical considerations, and the application is described below in Table 2:

Table 2: Ethical Considerations and Applications		
Ethical Standard	Recommending Scholar	Application by Researcher
<ul style="list-style-type: none"> Protecting participants from harm Participation based on written consent Informed on extent of study Willing participation Confidentiality and privacy 	Miles, Huberman and Saldaña (2014); Leedy and Ormrod (2014); Sanders, Lewis and Thornhill (2012); Weiss (1994).	<ul style="list-style-type: none"> Results reported anonymously; individuals could not be identified. Participating institutions remained anonymous.
<ul style="list-style-type: none"> High quality research 7. Researcher integrity and honesty 	Miles et al. (2014); Creswell and Clark (2011); Adams et al. (2014).	<ul style="list-style-type: none"> 2.1 Participants completed written consent forms (Annexure B). 3.1 Information sheet supplied on extent of study (Annexure C). 4.1 Participants exercised right to withdraw and accepted by researcher. Individual assessments or transcribed interviews, and focus group discussions, not revealed. Hard copies of assessments and transcriptions stored in safe. Reporting and discussion of results done in a non-identifiable manner. 6.1 Appropriate choice of methodology: mixed methods research. 7.1 Well-documented procedures: data collection and analysis. 7.2 Researcher awareness of own biases.

Source: Author

To conclude the discussion on ethics, Louw (2014, p. 273) emphasizes the reciprocal nature of ethics and stakeholders in the research process.

1.3.6 Overview of the Study Approach

Firstly, as a convergent mixed methods parallel design study, sufficient attention is

paid to the qualitative and quantitative strands. A second important part of this study focuses on the triangulation of the results, and the answering of the mixed methods research question.

In this study, the literature review focuses on innovation and specifically team characteristics as well as emotional style from an affective neuroscience point of view. Chapter 3 discusses the research design and methodology in depth and the limitations of the study. The application of the convergent parallel design is discussed in detail. Chapter 4 reports on the data collection and analysis of the results for Case One (International, for the qualitative and quantitative strands of the successful and unsuccessful teams). The same is reported in Chapter 5 for Case Two (National). Chapter 6 discusses the results for the two cases for both strands of the successful and unsuccessful teams, preparing for the answering of the mixed methods research question. In Chapter 7, the meta-analysis and merged results are discussed, answering the mixed methods research question. Chapter 8 provides a complete discussion linked to existing literature. Chapter 9 presents the conclusions, identified limitations, practice implications areas for future research and contributions to theory development and scholarship.

This thesis is presented as follows:

Chapter 1:	Introduction
Chapter 2:	Literature Review
Chapter 3:	Research Methodology
Chapter 4:	Data Collection and Analysis: International Case
Chapter 5:	Data Collection and Analysis: National Case
Chapter 6:	Discussion of Results: International and National Cases
Chapter 7:	Meta-Analysis and Merged Results: Answering the Mixed Methods Research Question
Chapter 8:	Discussion
Chapter 9:	Conclusion, Limitations, Practice Implications/Recommendations and Future Research.
Annexures.	

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The researcher became interested in work published by Davidson and Begley (2012) on the emotional style of individuals and the impact thereof on personal effectiveness and efficiencies. Of particular interest was the neural or brain basis of the different constructs foundational to this emotional style theory. The theory presented by Davidson and Begley (2012) prompted the researcher studying affective neuroscience literature in order to understand their theory.

Another area of interest based on the researcher's background, are the reported failures and often lack of visible innovation efforts in organisations, and specifically the implementation of projects related to innovation ideas. Based on the conducted literature review it was concluded that the composition of such teams needed additional insights. It was considered that studying the emotional styles of individuals in such teams could be value-adding.

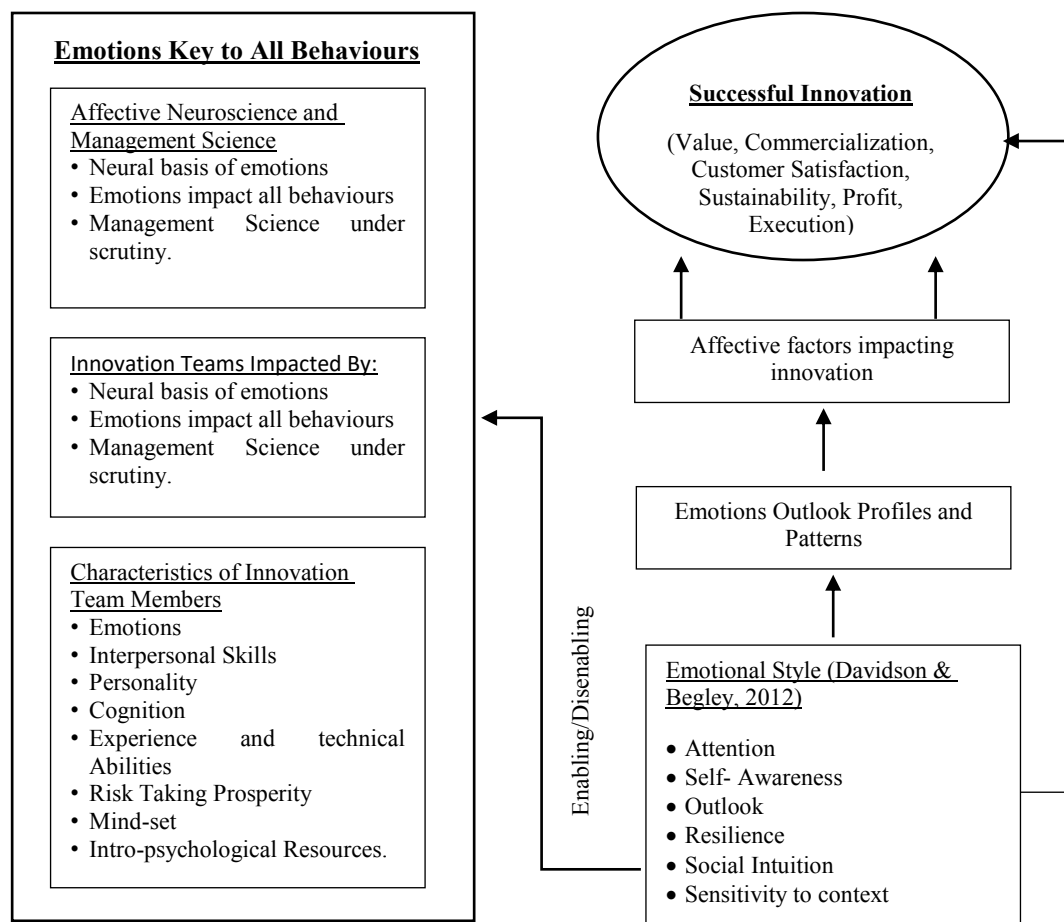
The researcher coined the phrase "Emotive Outlook". The constructs of the emotional style theory of Davidson & Begley (2012) were investigated from a quantitative and qualitative perspective as well as from an industrial psychologist's point of view.

The literature review is presented in two major sections. The first section deals with affective neuroscience to contextualise emotive outlook. A link was also established between emotive outlook, innovation and team composition. The second section elaborates on innovation, narrowing it down (after an introduction to important aspects of innovation) to team composition. Each section is summarised by linking core constructs and main ideas to relevant scholars in affective neuroscience and innovation.

2.1.1 Theoretical Framework of this Study

The body of available research discussed in this chapter on affective neuroscience and innovation provides the theoretical framework driving this study. Embedded in this framework is the Emotional Style Theory of Davidson and Begley (2012). The neural basis of emotional style and the behavioural impact form the basis of their theory. A direct link is implicated between emotional style/outlook and outcomes experienced by innovation implementation teams. The theoretical framework is proposed as Figure 2 below.

Figure 2: Theoretical Framework of Emotive Outlook



Source: Author

2.2 Affective Neuroscience

2.2.1 Introduction to Affective Neuroscience

Jaak Panksepp (1998, p. 5) coined the term “affective neuroscience” as an understanding of “the basic emotional operating systems of the mammalian brain” from a neurological point of view. Panksepp (2003, p. 6) mentions that “...the cognitive revolution is gradually giving way to an emotion revolution.” Affective neuroscience seems to be growing as a scientific area of interest, which contributes to the increased focus on emotions as scientific constructs (Sander, 2013). Although emotions receive increased focus in neuro scientific research, researchers such as Gazzaniga et al. (2009, p. 366) refer to the “cognitive neuroscience of emotion” and not affective neuroscience.

Affective neuroscience is defined by Bear, Connors and Paradiso (2007, p. 564) as: “...a relatively new term applied to the investigation of the neural basis of emotion and mood.” Sander and Scherer (2009, p. 16) proposed a similar definition of affective neuroscience but used the words “...related affective phenomena...” instead of moods. A fundamental assumption in affective neuroscience is the brain’s neurobiological functions when generating either positive or negative emotional states (Panksepp, 1998; Davidson et al., 2003; Panksepp, 2003; Berridge 2008; Waytz & Mason, 2013).

Management and behavioural science paid insufficient attention to emotions in the past (Hodgkinson & Healey, 2014), but this has changed (Ashkanasy, 2003), especially due to the growth of affective neuroscience (Davidson et al., 2003; Armony & Vuilleumier Ed. 2013; Winn, 2014). Emotions are presented as playing a determining and key role in forming the basis of people’s thoughts and behaviours in organisations (Ashkanasy & Ashton-James, 2005). Waytz and Mason (2013) mention that these insights led to increased understanding of creativity and the impact of emotions on management activities. It is postulated that affective neuroscience will play a key and critical role in future management science studies (Waytz & Mason, 2013; Hodgkinson & Healey, 2014), a notion the researcher supports. Similar views are offered by Ashkanasy (2003), Sekerka and Fredrickson

(2008), as well as Hodgkinson and Healey (2014) and Kaufmann (2015).

In this section of the literature overview, the possible link between emotive outlook and innovative behaviour is reviewed.

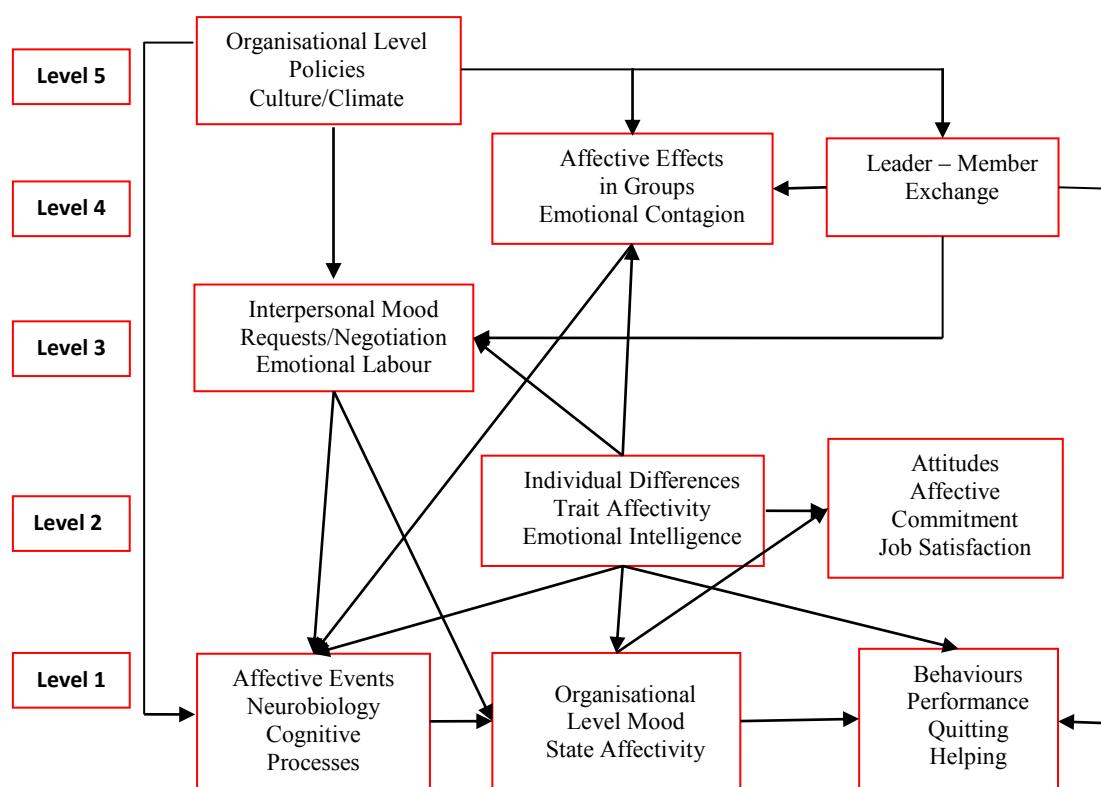
2.2.2 The Importance of Emotions

In discussing the importance of emotions, it is appropriate to refer to LeDoux (2012, p. 653) who states that: “Emotion is a major research growth area in neuroscience and psychology today.” Various scholars mention that an individual’s emotions (or emotional lives) impact cognitions, perceptions, motivational and subsequent behavioural patterns, as well as decision-making and motivational behaviours (Davidson et al., 2000; Stanley & Burrows, 2001; Ashkanasy & Ashton-James, 2005; Izard, 2007; Prins, van Niekerk & Weyers, 2011; Hodgkinson & Healey, 2014).

Several available theories propose different emotional components (Sander, 2013). Of relevance for this research study is a theory of emotion, namely the Weiss and Cropanzano of Affective Events Theory (AET). Ashkanasy and Ashton-James (2005, p. 221) claim that this theory was a breakthrough in the field of emotion in organisations, where the significance of emotions and the impact thereof on “workplace goals and attitudes are highlighted and contextualised” (Ashkanasy & Ashton-James, 2005, p. 224). Isen et al. (1987) caution not to lose insight of how individual differences relate and impact emotional states. Recently Robbins and Judge (2015) include the Affective Events Theory in organisational behaviour studies, emphasising the impact and effect of individuals’ emotions on their work performance.

It is highlighted, when summarizing the AET theory, that all behaviours employees display have an emotional and attitudinal basis impacted by different variables in the work environment (Ashkanasy & Ashton-James, 2005). The multilevel model of Ashkanasy (2003) adapted by Ashkanasy & Ashton-James (2005, p. 229) illustrates potential consequences of emotions in organisations on five levels.

Figure 3: Multi-level Model: Consequences of Emotions in Organisations



Source: Ashkanasy & Ashton-James (2005, p. 229)

Five levels of analysis have been identified: “(1) within-person, (2) between-persons (individual differences), (3) interpersonal relationships (dyads), (4) groups, and (5) the organisation as a whole”. The most relevant aspect to this research study is that the above Level 1 form the basis of the entire multilevel model, reflected in the statement: “This level incorporates within-person neuropsychological processes, including the physiological manifestations of emotion that shape cognitive functioning” (Ashkanasy & Ashton-James, 2005, p. 229).

Several other researchers supported the importance of understanding emotions and the different aspects of emotional behaviours. Emotions are described as affecting and impacting most human behaviours, for example cognition, decision-making, motivation, performance, awareness, attentiveness and psychological behaviours including attitude, perception and thoughts (Davidson et al., 2000; Davidson, 2003; Arntz, Chasse & Vicente, 2005; Fineman, 2006; Izard, 2007; Algoe & Fredrickson, 2011; Davidson & Begley, 2012; Gardhouse & Anderson, 2013; Dominguez-Borrás

& Vuilleumier, 2013; Phan & Sripada, 2013). Interesting to note was the view of Arntz et al. (2005) and Dispenza (2012) that the neurological effect of emotions happened, regardless of whether an experience was real or imaginary.

2.2.3 Defining Emotions

No universal definition of emotion was proposed in the literature. Various scholars follow distinctive approaches in defining emotion and little consensus exist (Izard, 2007; LeDoux 2012; Sander, 2013). A definition of emotions is important for providing additional insight when studying emotional outlook or style (Phan & Sripada, 2013).

When evaluating the definitions of emotions as proposed by different scholars (Ashkanasy, 2003; Posner, Russell & Petersen, 2005; Ward, 2010; Holt et al., 2012; Carter et al., 2014;) the following is evident: the neurological aspects and processes involved in the emotional response, the physiological responses to situations, the impact of cognition, and the different types of reactions. This is aptly summarised by Panksepp (2004, p. 3) as “...the term *emotion*, the “umbrella” concept that includes *affective*, cognitive, behavioural, expressive, and a host of physiological changes.”

Because of the different approaches by different scholars, it is more helpful to note the approach of Stanley and Burrows (2001), Sander (2013) as well as Phan and Sripada (2013) describing five steps or components frequently shared by emotions. The emotional process is initiated when the individual appraised the situation/experience which then determined the expression of the emotion, followed by internal physiological automatic reactions and subsequent actions and feelings.

2.2.4 Different Types of Emotions

Scholars follow divergent and sometimes overlapping approaches to describe different types of emotions (LeDoux, 2012). The categorisation of emotions is important as it enhanced understanding of emotions as a scientific concept, as well as

the construct of emotive outlook (refer to paragraph 2.2.5).

A general approach followed by scholars was to distinguish between basic primary and more conscious secondary emotions (Davis et al., 2003; Izard, 2007; Zillmer, Spiers & Culbertson, 2008; Panksepp, 2010; Sander, 2013; Carter et al., 2014). Examples of primary emotions are anger, sorrow, fear, joy, disgust and surprise – these emotions are processed immediately and in an unconscious manner by the limbic system. The secondary emotions considered to be more of a social nature that individuals acquire through social conditioning (Zillmer et al., 2008).

Basic or primary emotions dominate emotional categorisation although from different viewpoints. An example of a different approach was suggested by Rock (2009), referring to away- and toward-responses. Emotions relating to away-responses are described as typical basic emotions such as anxiety and fear. The toward-responses related more to the secondary emotions of curiosity and feelings of happiness. In a similar vein an approach based on primary and secondary emotions is proposed by Dispenza (2012). He proposes primary emotions as substantive survival emotions low in energy and secondary emotions as elevated emotions with high energy levels and less substance.

Another approach categorised and identified emotions based on the release of chemicals (neuropeptides, a specific chain of amino acids associated with specific emotions) by the hypothalamus associated with certain emotions (Arntz et al., 2005).

Izard (2007, p. 261) follows an interesting approach by differentiating between “basic emotions” and “emotion schemas.” Certain characteristics of these constructs that Izard (2007) proposes have been based on an evaluation of several scholars’ contributions, relating to the “evolutionary, neurobiological” interactions, and sameness of expression whilst no complex appraisal of situations or stimuli takes place (p. 262). These emotions and associated feelings have an influence on thinking and behaviour, impacting the emotion. Emotion schemas may, “...consist

of an evolved feeling plus learned labels and concepts” (p. 265). She suggests a specific neural basis for these schemas, is reflected in complex appraisal processes influenced by memories, body chemistry, individual and cultural differences. An emotional schema is proposed as a source of human motivation, implying a continuous reciprocal function between emotion and cognition.

The researcher considered the categorisation of emotions by Sander (2013) as most comprehensive and workable (Annexure D).

2.2.5 Emotive/Affective Outlook/Style

2.2.5.1 Defining Emotive/Affective Outlook/Style

The construct of emotive/affective outlook or style as core to this study was defined and the different outlooks or styles discussed. Emotional outlook is presented as a key concept in the study of organisational behaviour, as individual behaviours and interactions inside and outside of the organisation are influenced by an individual’s emotional outlook (Ashkanasy and Ashton-James, 2005). Prins et al. (2011, p. 23) held a similar view by referring to the “affective style” of the individual also impacted behaviours and perceptions. Emotional style refers to different processes that: “...modulate an individual’s response to emotional challenges, dispositional mood and affect-relevant cognitive processes” (Davidson, 2004, p. 1395).

Emotional style or outlook influences individual perceptions and attention (the appraisal of the event) as well as certain aspects of events, referred to as the emotions remembered (Stanley & Burrows, 2001; Fox, 2012). The behavioural and perceptual biases inherent to emotional style is emphasised by Davidson et al. (2003). It is referred to by Holt et al. (2012, p. 442) that the “underlying emotional temperament” is considered as the emotional style. Individual decision taking approaches are influenced by emotional style or outlook when faced with incomplete facts (Snyder et al., 2012). Culture is proposed by Windle, Bennett and Noyes (2011) as providing context when discussing the impact of emotions on behaviour.

Defining emotional outlook or style, Davidson (2003, p. 655-656) describes affective style as “individual differences in valence-specific features of emotional reactivity and regulation.” Reflecting on the definition of Davidson (2003), Izard (2007) links emotion schema (discussed in paragraph 2.2.4) to affective style. Research by Davidson and Begley (2012) provides further insights on emotional style by presenting six identified dimensions of emotional style.

The first dimension of outlook is presented by Davidson and Beckley (2012) is resilience. Algor and Fredrickson (2011, p. 37) define resilience as: “To bend without breaking and to quickly rebound from adversity” and Sander and Scherer (2009) provide a similar definition. Interesting research by Fletcher and Sarkar (2012) on resilience amongst top athletes present a definition applicable to this study. In their definition resilience is described as a personal stress-buffer in situations when performance must be maintained at certain levels. Emotional resilience also links to a person’s tendency to creative, innovative and positive performance (Goleman, 2001).

Davidson (2014, p. 1397) defines resilience “as the maintenance of high levels of positive affect and well-being in the face of significant adversity.” Extensive research by Windle (2010) as well as Windle et al. (2011) suggest a similar approach but adds the role of the impact of intra-psychological and environmental resources. Flexibility characterises resilient people when utilising their emotional resources (Wagh et al. 2008; Prins et al., 2011; Fletcher & Sarkar, 2012).

Davidson and Begley (2012) propose two polarities as a continuum for the resilience dimension influencing behaviour. The first point on the continuum refers to someone slow to recover from adverse situations in the sense that they find it difficult to manage primary and negative emotions. Such behaviours impact goal achievement negatively as people tend to remain focused on the negative in a situation (Davidson & Begley, 2012). The opposite behaviour on the continuum implies that a resilient person recovers quickly from negative experiences by using information to his/her benefit. Resilient behaviour is linked to a positive mind-set

and an increased personal capacity to deal with adverse situations (Ong et al. 2006; Prins et al., 2011; Fredrickson, 2013; Davidson, 2014; Berg & Geldenhuys, 2014). Feelings of self-efficacy and availability of energy to solve challenges are characteristic of resilience (Berg & Geldenhuys, 2014). Prins et al. (2011) describe such self-regard as foundational to resilience.

A resilient person has the confidence to initiate action resolving or overcoming negative situations (emotional or physical) (Davidson & Begley, 2012). Positive interpersonal relationships also increase resilience (Prins et al., 2011). To the other extreme of the continuum motivation when affected negatively, results in lackadaisical attitudes and insufficiently addressing challenges (Davidson & Begley, 2012). The difference between resilient people and those giving up easily relates to the time period required for recovering from a perceived setback to “returning to your baseline emotional state” (Davidson & Begley, 2012, p. 44). This is described as an automatic process, activated by the experience of a positive or negative emotion (Davidson & Begley, 2012; Dispenza, 2012). Similar observations are reported by Ong et al. (2006). Windle (2010) refers to an apparent absence of a neuroscientific understanding of the brain basis of resilience. If resilience is to be classified as an emotion, it can be considered as a basic emotion, linked to the experience of fear (Carter et al., 2014). As per Sanders’ (2013) typology of emotions, resilience is considered as “approach-related and avoidance-related emotions” impacting goal achievement. It is considered that a link exists between resilience and aggression referred to as “affective aggression” (Bear et al., 2005, p. 577).

Outlook is a second dimension of emotional style equated by Davidson & Begley (2012) to the deliberate experience of positivity. They propose that the two polarities on the continuum range from being optimistic (where a person remains positive or experience positivity for a longer period of time) to being pessimistic (which is related to negativity and feelings of despondency) (Davidson & Begley, 2012; Fox, 2012).

The lens through which a person views the world, coloured by individual biases influences feelings of optimism (Fox, 2012). Appropriate results are achieved when optimism and pessimism are realistic (Fox, 2012; Metz, 2012). This is referred to as dispositional optimism and pessimism (Fox, 2013). Forgas and East (2008) caution that a more tempered positivity could prevent gullibility.

An individual's ability to regulate emotions is considered as an important feature of affective style. Negative emotions and feelings, if not regulated, might dominate an outlook (Davidson, 2003).

If outlook is linked to happiness or sadness, it can be considered a basic emotion (Carter et al., 2014) and as per Sanders (2013) typology of emotions a valence-based emotion (Annexure D).

The third dimension proposed is social intuition relating to social acumen and especially responsiveness to non-verbal communication signals in interactions. Carter et al. (2014, p. 138) refer to this as "sociability". Individuals higher on the social intuition continuum show more empathic and compassionate behaviours (Davidson & Begley, 2012). Ong et al. (2006, p. 731) emphasize that positivity "...has both a protective and restorative function, guarding individuals from negative emotions as well as quelling the after effects of such emotions." Social intuition as an emotional outlook construct seems to be a secondary or learned emotion (Carter et al., 2014). When compared to Sanders (2013) typology (Annexure D) social intuition can be considered as self-reflexive or self-conscious, social, moral and epistemic emotions. Social intuition can also be linked to emotional intelligence defined by Whetten and Cameron (2016, p. 73) as "... the ability to diagnose, understand and manage emotional cues."

The fourth dimension is self-awareness where an individual displays awareness of bodily feelings in relation to specific emotions. Unawareness can be linked to a lack of self-knowledge and insensitivity towards own feelings. People displaying

self-awareness are perceived as having empathetic abilities (Prins et al., 2011). Extreme self-awareness increases the distress of an individual (Davidson & Begley, 2012). Self-awareness is also considered as a part primary and part secondary emotion (Carter et al., 2014) and forms part of emotional intelligence. In terms of Sanders (2013) typology (Annexure D) self-awareness can be linked to epistemic and to some extent make-believe emotions. Should self-awareness be associated with feelings of disgust, fear and surprise it can be considered as a basic emotion.

The fifth dimension proposes sensitivity to context where Davidson and Begley (2012, p. 57) refer to the polarities as being “tuned in” or “tuned out” in terms of social behaviour. The suitability of emotions displayed in social behaviours relate to secondary or learned emotions (Carter et al., 2014). In terms of Sanders (2013) typology of emotions (Annexure D) sensitivity to context is a social emotion and to a certain extent a moral emotion. Sensitivity to context as an emotional competence which a person displays is defined by Whetten and Cameron (2016, p. 73) as “... the non-cognitive capabilities and skills – including social skills – that affect human functioning.” This relates to social awareness creating a “... sense of “self” and that self in a social context” (Carter et al., 2014, p. 138).

Lastly, attention is proposed as a dimension relating to focus. Although attention seems cognitive in nature, it is influenced by a person’s emotional outlook, feelings and emotions (Stanley & Burrows, 2001) and consciousness (Carter et al., 2014). Attention is described by Bear et al. (2007, p. 644, 655) as a process where the individual saves energy to “... selectively processing simultaneously sources of information ...” A similar description is provided by Zillmer et al. (2008, p. 240), emphasizing the ability to retain focus. Strong emotions can deter a person from goal achievement behaviours because focus can be lost easily (Sander & Scherer, 2009). The focused person is able to pay attention without being distracted by emotions or other sensory information (Davidson and Begley, 2012). Izard (2007, p. 272) refers to this as “perceptual selectivity”. Task achievement can be positively affected by a negative outlook, implying a certain caution, vigilance and close attention to detail (Ashkanasy & Ashton-James, 2005; Hodgkinson & Healey, 2014;

Kaufmann, 2015).

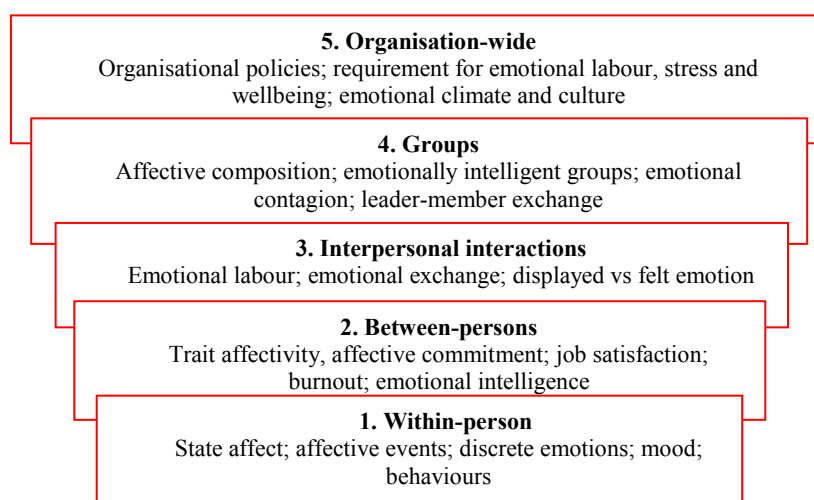
2.2.6 Affective Factors Impacting Innovative Behaviour

The focus of this study is to investigate the link and impact between emotive outlook (as determined by affective factors) and innovative behaviour, and whether emotive outlook could be considered as part of individual innovative behaviour.

Emotions, key and critical to various aspects of organisational behaviour, can impact several layers within the organisation (Lehmann-Willenbrock, Chi & Kauffeld, 2013) (Refer to paragraph 2.2.2). Innovation outcomes and innovative behaviours of individuals can be directly or indirectly impacted by their emotions.

The impact of emotions on the different levels in an organisation and on organisational behaviour is proposed in a five level-model (Ashkanasy, 2003, p. 11) as per Figure 4.

Figure 4: Impact of Emotions at Different Organisational Levels



Source: Ashkanasy (2003, p. 11)

This model indicates the embeddedness of emotions in every layer of the organisation. Several scholars discuss the impact of emotions on behaviour and decision-making at the highest levels of organisational authority (Ashkanasy & Ashton-James, 2005), conflict resolution, task quality and teamwork (Lehmann-Willenbrock et al., 2013). A person's emotions impact the emotional experiences and behaviours of other people in his/her sphere of influence (Fredrickson, 2003) and specifically in teams (Hughes & Terrell, 2007).

In organisational studies positivity at individual level receives attention as an important construct from several scholars (Fredrickson, 2003; Ashkanasy, 2003; Ashkanasy & Aston-James, 2005; Adair, 2009; Fox, 2012; Dominguez-Bora & Vuilleumier, 2013; Algoe & Fredrickson, 2013; Kaufmann, 2015). As a "mainstream view" (Kaufmann, 2015, p. 142), a correlation between a positive emotional outlook (especially the interpretation of information from a positive mind set) and innovation (specifically risk taking behaviour and an increased tendency/ability to generate alternative/new/novel ideas) is reported by Sekerka and Fredrickson (2005) as well as Ashkanasy and Ashton-James (2005).

People with positive and optimistic emotional outlooks seem more alert to opportunities because of their tendencies to initiate action and increased goal achievement behaviours (Algoe & Fredrickson, 2011; Fox, 2012). A contributing factor are feelings of being more in control over events, viewing problems as of a temporary nature (Fox, 2012). Optimism broadens attention span and impacts creative behaviours (Scott & Bruce, 1994; Fredrickson, 2003; Cohn & Fredrickson, 2009; Fox, 2013) in order to identify opportunities in the market space (Isen et al., 1987; Wood et al., 2012). A positive outlook increases potential positive psychological meaning of events and innovative behavioural tendencies (Gumusluoglu & Ilsev, 2007). Individuals high on the emotional outlook of attention seem more successful in innovation teams.

As innovation mostly happens in teams, a positive outlook or optimism impact interpersonal relationships in team situations increase cooperative behavioural

tendencies (Hughes & Terrell, 2007; Sekerka & Frederickson, 2008; Lehmann-Willenbrock et al, 2013).

Negotiation behaviours as an aspect of interpersonal relationships impact innovation outcomes directly or indirectly. Resource negotiations, for example, happens through all stages of the innovation process. When a person enters a negotiation with a positive mind-set the outcomes are more likely to result in a situation where both parties' needs are satisfied, rather than resulting in a competitive situation (Ashkanasy & Ashton-James, 2005).

The interpersonal relationship skills and emotional intelligence of leaders can impact the culture and innovative behaviour of staff reporting directly to them in terms of their positivity and team behaviours. The manner in which performance reviews are conducted impacts staff's positivity or negativity directly, specifically when providing feedback (Ashkanasy & Ashton-James, 2005).

From an intra-psychological point of view certain aspects seem relevant to individuals' innovative behaviours. People with a positive outlook have higher feelings of self-regard and experience an increased sense of hope and confidence regarding their futures (Fox, 2012). This increases goal achievement behaviours (Fredrickson, 2003; Fox, 2012; Metz, 2012).

Negativity is considered as a stumbling block to creativity and innovative behaviours. A caution is raised by Kaufmann (2015) (based on an extensive review of research) that a balanced view of the impact of positivity or negativity is more prudent than an either/or viewpoint. Lower feelings of confidence and negativity often lead to lower risk taking behaviours, impacting creative and innovative behaviours negatively (Adair, 2009; Wood et al., 2012). Group efficacy is also observed as to be impacted adversely by negativity in teams (Hughes & Terrell, 2007).

It is interesting that Kaufmann (2015) reports a link between a more negative mood at group level and goal-focused behaviours as well as attention-paying tendencies. Forgas and East (2008) as well as Cohn and Fredrickson (2009) report that people with more negative outlooks as more cautious and therefore less susceptible to deception.

2.2.7 Brain Basis of Emotions

2.2.7.1 Introduction

There is insufficient evidence of agreement amongst scholars regarding definite emotional brain circuits (LeDoux, 2012). This poses challenges from a research perspective and as Panksepp (1998, p. 26) states: “It is an understatement to say at present we do not know how, precisely, affective states are generated within the brain.” Barrett and Satpute (2013) mention that the discussion on the brain basis of emotion currently dominates affective neuroscience because it is controversial and in a sense unclear. The literature review indicates no single set of brain structures that can be considered as the ultimate emotional centre of the brain (Davidson et al., 2000; Bear et al., 2007; Barrett & Satpute, 2013).

This was strengthened by Barrett and Satpute (2013, p. 366) who indicate that instead of linking a specific brain area with a specific emotion, there should rather be reference to “broadly distributed functional networks that interact to produce a range of emotional states” however this is inconclusive. Scholars confirm that several centres of the brain are involved in the process of emotion generation (Bear et al., 2007; Zillmer et al., 2008; Banich & Compton, 2011). This process cannot be pinned down into one set of explanations due to the highly individual nature of emotions and the unconfirmed brain basis (the networks) (Carstensen et al., 2003; Fox, 2013; Carter et al., 2014). As this study is approached from an industrial psychological lens, the researcher deems it appropriate to attach the research conducted on the neural/brain basis of emotions as Annexure E, indicating links to the emotive outlook constructs.

2.2.8 The Impact of Culture on Affect

Any reference to affective sciences must take culture into consideration as an important variable (Mesquita, 2003; Rozen, 2003). This research study only refers to culture as a variable but culture does not constitute part of the research focus, although the importance thereof is not negated.

Mesquita (2003) discusses at length the impact of culture on the individual's appraisal of events and the expression in observable or non-observable behaviours. Gardhouse and Anderson (2013, p. 70) indicate that although basic emotions (as referred to and discussed in paragraph 2.2.4) for example anger, disgust, happiness, fear, surprise and sadness are biologically determined: "complex emotions may be susceptible or related to cultural climates."

2.2.9 Summary

An overview was presented on the aspects of affective neuroscience impacting this study. It is concluded that affective neuroscience should play a key role in future management studies. A major challenge for "human affective neuroscience in the next century will be an improved understanding of the environmental forces shaping the circuitry of emotion" (Davidson et al., 2000, p. 900).

Emotions are considered as core to the understanding of all organisational and innovative behaviours (Stanley & Burrows, 2001; Izard et al., 2007). There is no consensus amongst scholars in defining and categorising emotions (Stanley & Burrows, 2001). It is concluded that any such attempt should take cognisance of the emotive, cognitive, physical, neurological and cultural aspects.

Emotive/affective outlook/style is a key focus area in this chapter where specifically the research of Davidson and Begley (2012) formed the basis of the discussion. The outlook dimensions/styles of resilience, outlook, social intuition, self-awareness, sensitivity to context and attention are considered as foundational for subsequent innovative behaviours. It is referred by LeDoux (2012, p. 663) that various

researchers support the notion that “emotional and motivated states have profound effects on the brain.” The affective factors impacting innovative behaviours are linked to the outlook dimensions of affective styles as discussed. An attempt was made to link the emotional outlook dimensions to existing classifications of emotions. The question can be asked as to whether emotional outlook was more an emotional experience or an expression of an emotional state (these terminologies were used by Bear et al. (2007). Alternatively it can be contemplated as to whether emotional outlook as described is a learned expression or solely determined by the brain structure.

The brain basis of emotion was discussed and Davidson et al. (2000, p. 9001) conclude that individual differences be noted on any discussion on the neural circuitry of emotions but that “...there is also pronounced plasticity in this circuitry.” This study focussed on those areas which could be linked to emotional style and innovative behaviours as per Annexure E. It should be taken into consideration that more understanding is required on the brain mechanisms underlying emotional feelings (Panksepp, 2004) and King (2001) cautioned against a lateralized approach.

Lastly, the importance of the impact of culture on emotions or emotional outlook is only briefly referred to. This could be a major growth area for future research as this study focused solely on emotional style. Cognisance was taken of the important role of culture.

The core constructs and main ideas in this section of the literature study are summarised as follows:

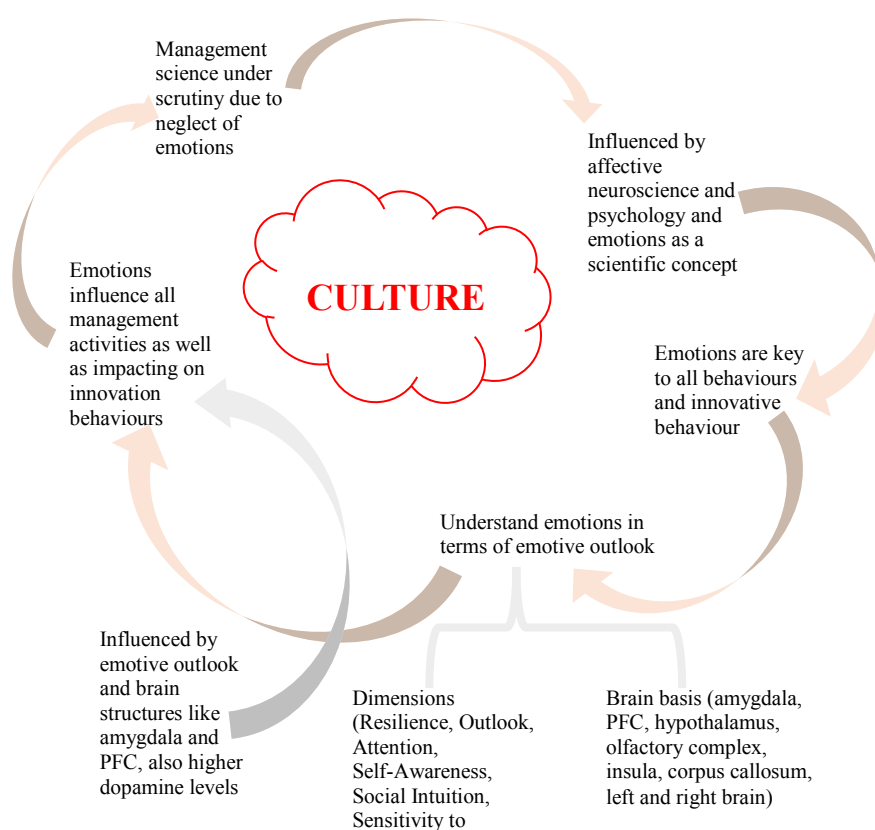
Table 3: Core Constructs and Main Ideas: Affective Neuroscience and Emotions		
Core Construct	Main Ideas	Scholars
1. Affective neuroscience	1.1 Emotions from a neurological point of view.	Panksepp (2013); Sander (2013); Bear et al. (2007); Berridge (2008); Waytz & Mason (2013).
	1.2 Increased role in future management science and psychology	Waytz & Mason (2013); LeDoux (2012); Gazzaniga et al. (2009); Ashkanasy (2005); Armony & Vuilleumier, Ed. (2013); Davidson et al. (2000); Wegge et al. (2006).

2. Emotive/ Affective outlook/Style	2.1 Neural basis of emotion	Panksepp (1998, 2003); Waytz & Mason (2013); Berridge (2008); Davidson et al. (2003).
	1) Brain basis of emotion (amygdala); PFC; hypothalamus; olfactory complex; insula; corpus callosum; left and right brain)	LeDoux (2012); Panksepp (1998); Barnett & Satpute (2013); Banich & Compton (2011); Bear et al. (2007); Zillmer et al. (2008); Fox (2013); Pessoa (2013); Rock (2009); Posner et al. (2005); DoAmaral & de Oliveira (2014); Cohen (2014); Davidson (2006); Davidson & Begley (2012); Carter et al. (2009); Ward (2010); Gazzaniga et al. (2009); Sander (2013); Fox (2012); Carter et al. (2014); Berridge (2003); Ashkanasy & Ashton-James (2005); Bergdorf & Panksepp (2006); Satel & Lilientiel (2013); Mohanty & Gottfried (2013).
3. Emotions	3.1 Impacting all behaviours, cognitions, perspectives and increasingly recognised as important in organisations	Davidson (2003); Fineman (2006); Algoe & Fredrickson (2011); Phan & Sripada (2013); Davidson & Begley (2013); Davidson et al. (2003); Armony & Vuilleumier, Ed. (2013); LeDoux (2012); Davidson et al. (2000); Ashkanasy & Ashton-James (2005); Gardhouse & Anderson (2013); Dominguez-Borra & Vuilleumier (2013); Izard (2007); Stanley & Burrows (2001).
	3.2 Linked with creativity and impacting all management activities	Waytz & Mason (2013); Sekerka & Fredrickson (2008); Ashkanasy (2013); Ashkanasy & Ashton-James (2005); Fineman (2006); Arntz et al. (2005); Phan & Sripada (2013); Davidson (2003); Davidson & Begley (2012).
4. Emotive/ Affective outlook/Style	4.1 Influences perceptions, moods, innovation behaviour and other team members	Davidson (2004); Ashkanasy & Ashton-James (2005); Davidson et al. (2003); Holt et al. (2012); Snyder et al. (2012); Davidson & Begley (2012); Lehmann-Willenbrock et al. (2013); Fredrickson (2003); Adair (2009); Fox (2012); Algoe & Fredrickson (2003); Dominguez-Borra & Vuilleumier (2013); Sekerka & Fredrickson (2005); Wood et al. (2012); Gumusluoglu & Ilsev (2007); Brief & Weiss (2003).
	4.2 Dimensions (Resilience, Outlook, Social Intuition, Self-Awareness, Sensitivity to context, Attention)	Davidson & Begley (2012); Algoe & Fredrickson (2003, 2011); Davidson (2014); Ong et al. (2006); Metz (2012); Davidson (2003); Ashkanasy & Ashton-James (2005); Fletcher & Sarkar (2012).

	4.3 Impact on innovative behaviour	Lehmann-Willenbrock et al. (2013); Ashkanasy (2003); Sekerka & Fredrickson (2005); Ashkanasy & Ashton-James (2005); Algoe & Fredrickson (2011); Fox (2012); Fredrickson (2003); Wood et al. (2012); Gumusluoglu & Ilsev (2007); Metz (2012).
Source: Author		

The researcher presented a visual summary of the literature review on affective neuroscience indicating the link between affective neuroscience and management science as follows:

Figure 5: Summary: Link between Affective Neuroscience and Management Science



Source: Author

2.3 Innovation

2.3.1 Introduction

A critical evaluation of the construct of innovation is presented in this section of the literature review. Definitions and different forms of innovation are discussed and deliberated in terms of what constitutes successful innovation, followed by the characteristics of innovative individuals and factors impacting organisational innovation. The concept of teams and most appropriate composition for innovation success, as presented in the literature, is highlighted.

The research of innovation as a phenomenon can be traced back to the Industrial Revolution to A.F. Riedel (1839 cited in Goffin & Mitchell, 2014). A major influence on innovation literature is laid down by J.A. Schumpeter (1934 cited in Goffin & Mitchell, 2014).

Innovation, not necessarily a simplistic phenomenon to research, is presented as a confusing, complicated and multi-dimensional concept (Collins & Hansen, 2011; Lerner, 2012). It seems that the process of innovation appears unsystematic, implying that neither process nor methodology can be pinned down (Kahney, 2009; Govindarajan & Trimble, 2010; Lerner, 2012; Garud et al., 2015). Adding to the dynamics of innovation research, new concepts are also presented on a continuous basis. Examples are crowdsourcing which: "... answer the most vexing innovation and research questions, crowds are becoming the partner of choice" (Boudreau & Lakhani, 2013, p. 60). It can be concluded that developing countries will take priority in future research agendas (Bubel et al., 2015).

The concept of innovation seems to be reflective of the relevant dynamics and concerns of the business environment at the time (Dodgson et al., 2008). The challenge seems to be compounded by innovation as an ongoing process: "The perennial challenge, then, is to build an organisation capable of innovating again and again" (Hill et al., 2014, p. 97). This dynamic can be understood by examining the five generations model proposed by Dodgson et al. (2008). This clarifies this

dynamic and provides an explanation of the evolvement of innovation, although the impact on team composition is not discussed but implied. It seems appropriate to refer to the fifth generation innovation process as it presents a holistic view, combining all strategic aspects of the business with the strategic aspects of technology. Automated business and innovation processes emphasising technology, is a hallmark of this phase. Team composition can be impacted as higher demands are placed on expertise or cognitive abilities of team members.

2.3.2 Defining Innovation

Scholars propose a differentiation between the constructs of innovation, creativity, entrepreneurship and inventing. It is challenging to isolate these constructs as they are often used interchangeably and presented from different points of view (Scott & Bruce, 1994; Shalley et al., 2015). This section examines common denominators mentioned by scholars in describing innovation and creativity. A workable definition is proposed for innovation to guide this study.

2.3.2.1 Innovation

As scholars propose different innovation definitions, a holistic view is presented integrating the definitions of Tuomi (2002), Snyder and Duarte (2003), Dodgson et al. (2008), Fisk (2008), Gumusluoglu and Ilsev (2009), Govindarajan and Trimble (2010), Dawar (2013), Schilling (2013), De Brabandere and Iny (2013), Tidd and Bessant (2013), Crainer and Dearlove (2014), Hill et al. (2014) as well as Bubel et al. (2015). Aspects mentioned or implied are novelty or new ways of doing things, change, value creation, practical implementation, staying ahead of competition, thinking differently, improvising and improvement of existing products/services, commercialisation of idea, change of social practices and also an uncertain outcome.

Based on these aspects a workable definition is proposed as the process of the practical implementation of a new product/service, creating value for all stakeholders.

2.3.2.2 Creativity

Creativity and innovation are often used as overlapping constructs in the creative process (Scott & Bruce, 1994; Martins & Terblanche, 2003). Several scholars (Martins & Terblanche, 2009; Goffin & Mitchell, 2010; Holt et al., 2012; Schilling, 2013; Chrysikou, 2014) propose definitions for creativity. The common denominators are the production of novel, useful and valuable ideas whilst creativity and commercialisation of ideas are not synonymous. Creativity supports the innovation process as scholars consider creativity as the activity leading up to the process of innovation (Helford & Martin, 2015) and the researcher supports this view.

2.3.3 What Constitutes Successful Innovation?

This is an important question for this study because the perspectives discussed propose the inclusion of the following aspects: value-adding; commercialisation; execution; differentiation and people, with the element of progress as foundational.

Value-addition as a hallmark of successful innovation can lead to an increased probability for future sustainability (Dawar, 2013). People (or human capital) can be the differentiator for ensuring successful innovation (Goffin & Mitchell, 2014) with team members whose thinking behaviours are entrenched outside of the typical organisational norms (Govindarajan & Trimble, 2010; Tidd & Bessant, 2013). For innovation to be successful, it must be viewed as an integral part of all aspects and facets of an organisation design, work processes and culture (Govindarajan & Trimble, 2010). The human resource system must be supportive of innovation efforts and objectives (Hill et al., 2014).

Innovation is increasing in importance when society is the focus point (Crainer & Dearlove, 2014), everyone has value to add whilst sharing benefits equally (Tuomi, 2002; Addison et al., 2005). Societies hold different perceptions on what constitutes successful innovation and benefits; hence such differences must be taken into account when calculating value-addition (Dodgson et al., 2008).

Commercialisation implies different actions, such as the development of new or improved products that are successfully integrated into the market (Gumusluoglu & Ilsev, 2009; Crainer & Dearlove, 2014) whilst customer acceptance and profits exceeding product development costs are viewed by Gumusluoglu and Ilsev (2009) and as Im et al. (2013) as important.

Central to any successful innovation is the end-user/customer (Gann & Salter, 2008, Dawar, 2013; Dodgson et al., 2008) and Kahney (2009, p. 80) proposes the concept of “customer-centricity”.

A different approach is proposed by Dawar (2013) who refers to upstream and downstream innovations. Downstream innovation puts the customer at the centre and adds value by ensuring that the customer supports the innovation outcomes. This often relates to cost efficiencies for the customer, whilst simultaneously managing risks. Upstream innovations result in unsuccessful outcomes as the focus moves from the customer to products and the accompanied production processes. Such an exclusive focus on efficiency invariably leads to failed innovation efforts and customer dissatisfaction (Govindarajan & Trimble, 2010).

Another hallmark of successful innovations is the actual execution of the idea – without appropriate execution, innovation remains a process of idea generation only (Dyer et al., 2001; Govindarajan & Trimble, 2010).

Appropriately skilled and talented human resources, supplemented by creative people supplying ideas in teams characterise innovation success (Twiss, 1992; Schilling, 2003; Govindarajan & Trimble, 2010; Dyer et al., 2011).

An appropriate conclusion on successful innovation, especially when referring to innovation in a holistic sense, is considered to be the quote from Dodgson et al. (2008, p. 84): “Innovation can create many benefits for society, firms and individuals – building wealth, increasing the quality of life, and even sustaining

personal happiness.”

2.3.4 Different Forms of Innovation

Different forms of innovation were investigated to determine whether the literature could substantiate if the form of innovation played a definite role in team compilations. The researcher reviewed the work of Christensen and Raynor (2003), Wang and Ahmed (2004), Dougherty (2006), Gann and Salter (2008), Fisk (2008), Boudreau and Lakhani (2013), Goffin and Mitchell (2014), Drainer and Dearlove (2014), Christensen and Bever (2014), Dodgson, Zott and Amit (2015), Bubel et al. (2015). Not all cited scholars commented on the impact of innovation form on team compilation. The form of innovation is not considered as relevant for this research although a link between innovation form and team compositions is acknowledged.

2.3.5 Characteristics of Innovative Individuals

2.3.5.1 Introduction

Innovators individual characteristics form the core of the innovation process (Gumusluoglu & Ilsev, 2007; Sandberg, Hurmerinta & Zetting, 2013; Tidd & Bessant, 2013). A gap is identified in the literature specifying the characteristics of innovators (Daniel & Davis, 2009) because studies on entrepreneurial characteristics received more attention (Sandberg et al., 2013). Dyer et al. (2011, p. 17) put this in a succinct way: “...unfortunately, most of us know very little about what makes one person more creative than another.”

A controversial point raised is whether everyone can be innovative or if innovators can be trained, or is it a matter of genetics (Govindarajan & Trimble, 2010; Dyer et al., 2011; Owens, 2012). As the focus of most employees seem more on production and effectiveness than on innovation, only a small number of employees engage in innovation activities or projects (Govindarajan & Trimble, 2010; Dyer et al., 2011) and the controversy remains.

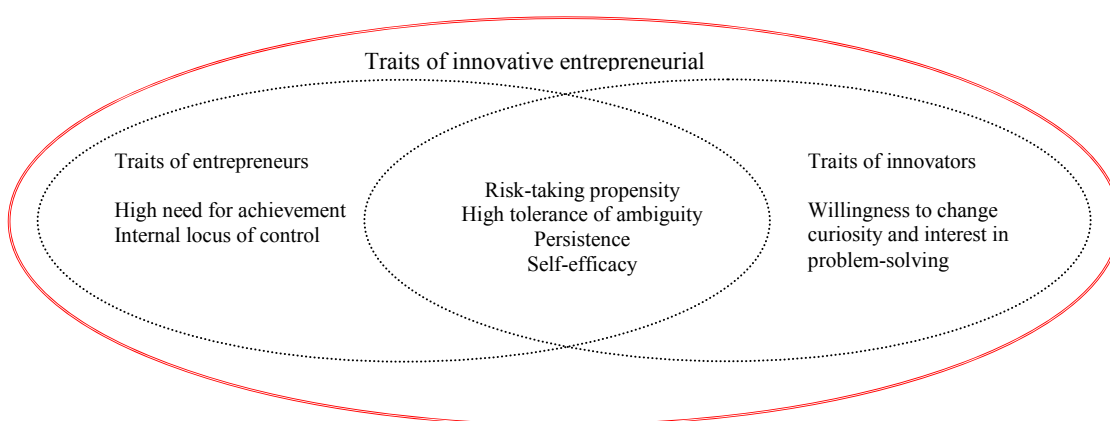
2.3.5.2 Identified Characteristics of Innovative People

Several approaches are presented in the literature on identifying characteristics of innovative people. Although these characteristics overlap, examples refer to the personalities of innovators and entrepreneurs, cognitive abilities, technical skills, interpersonal/intrapersonal characteristics and team orientations (Sandberg et al., 2013).

2.3.5.2.1 Innovative Behaviour Compared to Entrepreneurial Behaviour

An interesting study by Sandberg et al. (2013) compares the traits of innovative and entrepreneurial individuals as illustrated below:

Figure 6: Traits of Innovative Entrepreneurial Individuals



Source: Sandberg et al. (2013)

Certain unique but also overlapping characteristics of both entrepreneurs and innovators are discussed. It can be concluded that personality characteristics of innovative people justify additional consideration (Sandberg et al., 2013).

2.3.5.2.2 Personality Indicators of Innovative People

Different viewpoints are presented on considering personality as an important variable in identifying innovative people (Katzenbach & Smith, 1993; Kelly &

Littman, 2004; Bakx, 2007). Some scholars hold opinions of personality as key to innovative behaviour (Kelly & Littman, 2004) whilst Bakx (2007) refers to personality traits such as emotional maturity and openness to new experiences. An often debated point is whether innovators are more extroverted. Bakx (2007) indicates that extroversion is not a requirement for innovative behaviour. Adair (2009) proposed that innovative people should rather have a balanced mix between introversion and extroversion, and coins the term “Ambiversion” which is beneficial to the innovation process when team members are more introverted and attentive to details.

Other specific personality traits mentioned as requirements for innovation have been proposed as humility (about current capabilities and thinking processes) (De Brabandere & Iny, 2013) and by Schilling (2013) as well as Shalley et al. (2015), a high tolerance for uncertainty, confidence in own abilities, and preparedness for engaging in risk taking behaviours.

Katzenbach and Smith (1993) present a different view, proposing that personality not be considered. According to them, the focus is rather technical abilities, functional skills, problem-solving abilities and interpersonal efficiencies.

A more balanced approach is proposed by Goffin and Mitchel (2014) as well as Shalley et al. (2015). They propose that technical competencies, contextual influences and personality characteristics should be of equal consideration. Inconclusive evidence is presented in the literature as to the role of personality characteristics.

2.3.5.2.3 Cognitive Abilities

It is interesting that more evidence is available on cognitive abilities than on other characteristics. Several scholars supported the notion that general intelligence is an important characteristic to consider when discussing innovative people (De Jong & Den Hartog, 2007; Adair, 2009; Schilling, 2013; De Brabandere & Iny, 2013).

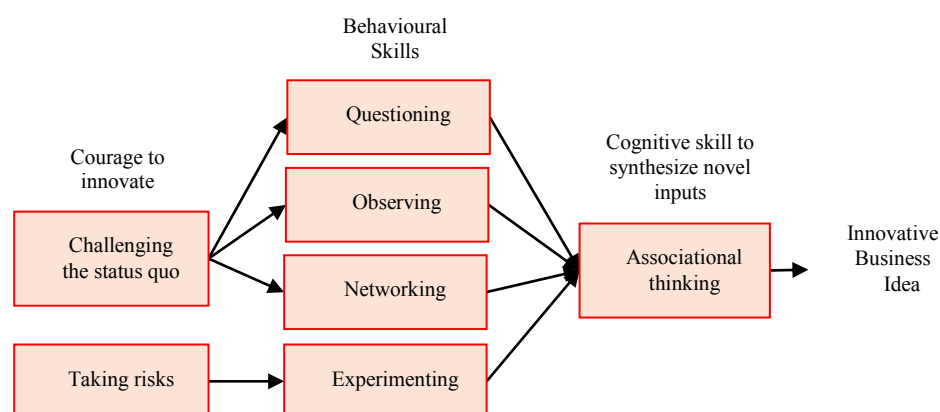
Cognitive abilities are linked to creativity (Tagger, 2002; Adair, 2009; Schilling, 2013), memory, the ability to evaluate, and the ability to attach a value-adding conclusion to relevant information (Adair, 2009). Specific cognitive abilities are presented by Schilling (2013) as unconventional problem-solving methods, discernment regarding the merit of ideas worth pursuing, and articulation skills to influence other people regarding the innovation effort.

Thinking styles are linked to cognitive abilities of innovative people. These styles are linked to both inductive and deductive reasoning. Inductive thinking is described as a process of forming new patterns, often unexpected, but not perceived as irrational. This is considered as the preferred thinking style for innovation. Deductive thinking plays a role but a strong emphasis on logic seemed to be counterproductive for innovation (De Brabandere and Iny, 2013).

Different perspectives are offered by Fisk (2008) and Drucker (2008) on cognitive abilities. Innovative thinking is considered as a right brain activity by Fisk (2008), whilst Drucker (2008) considers this as a whole brain activity. Dyer et al. (2011) argues that coupling creativity and innovative behaviour with genetic determinism must be avoided.

Associational thinking is considered as the “DNA of innovators” and presented as a cognitive ability/skill described as a “code for generating innovative ideas but also the key skill for generating innovative ideas” by Dyer et al. (2011, p. 26). A summary and discussion of the model are presented below.

Figure 7: The Innovator's DNA Model for Generating Innovative Ideas



Source: Dyer et al. (2011, p. 26)

The thinking process of association implies the synthesis of information to get to new ideas. It was put in context by Dyer et al. (2011, p. 23) as: “It helps innovators discover new directions by making connections across seemingly unrelated questions, problems or ideas.” People who are inclined to generate innovative ideas have courage to engage in associational thinking “partly because their brains are just wired that way” (Dyer et al., 2011, p. 26).

Four behavioural skills formed the cognitive skill of associational thinking. These skills refer to the art of passionately engaging in challenging, critical and discovering type of questioning especially when product innovation and improved quality outcomes is the focus (Dyer et al., 2011). Observational capabilities form the second behavioural skill of associational thinking. This requires a sensitivity for observing and experiencing the unusual in the environment. The next behavioural skill refers to extensive, diverse networking, with the purpose of expanding horizons and viewpoints. This is described as genuine intellectual and open experimentation with ideas, exploring the world “intellectually and experientially, holding convictions at bay and testing hypotheses along the way.” (Dyer et al., 2011, p. 24).

2.3.5.2.4 Technical Abilities

Technical abilities as a characteristic of innovative people refer to skill, experience

and technical knowledge (Tagger, 2002; Govindarajan & Trimble, 2010; Dyer et al., 2011). It is interesting that a general view expressed is that innovative behaviour seems unrelated to a high level of education (Twiss, 1992; Bakx 2007). Knowledge requirements must be related to the applicable technical area and the objectives of the innovation project (Tagger, 2002; Govindarajan & Trimble, 2010). Dyer et al. (2011) recommend that a high level of expertise in specific disciplines be laid down as knowledge requirements.

Different opinions are expressed as to whether experience is beneficial or not when an individual formed part of an innovation team. Govindarajan and Trimble (2010) mention that experience in one innovation project is not necessarily transferrable or applicable to another project: “They (innovations) are context-specific. Experience from one endeavour often has little or no relevance to the next.” (p. 56). Although experience is not viewed as necessarily negative, overly experienced people in their area of expertise seem closed off from alternative viewpoints (Schilling, 2013). Extensive experience implies an excellent track record, but over-performance can be “a bottleneck for business development and growth” (Walter et al., 2011, p. 596). Years of experience is often linked to the best available talent required for engagement with new product development (Dyer et al., 2011; Spencer, 2013).

2.3.5.2.5 Interpersonal Skills

Interpersonal skills are considered important for innovators as innovation mostly happens in teams (Bouncken, 2004; Barth, 2004; Tidd & Bessant, 2013; Hill et al., 2014). The ability to communicate cross-culturally (Twiss, 1992; Bouncken, 2004; Wellington, 2012), respectfully and assertively when others expressed emotions (Von Krogh et al., 2000; Barth, 2004; Tidd & Bessant, 2013) as well as courage to engage in constructive, but challenging questioning behaviour formed the foundation for interpersonal skills (Biolos, 2004).

Another relevant interpersonal skill is reflected in an appropriate conflict management approach (Twiss, 1992; Wellington, 2012). The quality of relationships in teams is improved when team members demonstrate an ability to

reach out and show interest in knowing other members (Walter et al., 2011), but are also prepared to become vulnerable in the process (Hill et al., 2014). Such interpersonal sensitivity is characteristic of positively inclined team members (Isen et al., 1987; Sekerka & Fredrickson, 2007; Miller & Wedell-Wedellsborg, 2013).

2.3.5.2.6 Emotive/Emotional Outlook

Emotive or emotional outlook/mind-set seems to impact innovative behaviour (Von Krogh et al., 2000; Drucker, 2008; Hill et al. 2014).

Emotions play a key role in determining perceptions of situations referred to as the “scale of observation” whilst emotional outlook can change the perspective and “knowledge of a phenomenon” (Von Krogh et al., 2008, p. 31). Successful innovators have different “perceptual habits” (Hamel, 2012, p. 64) and Hill et al. (2014) compared these perceptions to psychological resilience required for members’ continuous engagement despite receiving criticism. Such an outlook amongst team members can positively impact project results (Kelly & Littman, 2004; Katzenbach & Smith, 1993; Sekerka & Fredrickson, 2008; Schilling, 2013).

2.3.5.2.7 Intra-Psychological Resources

Intra-psychological resources such as inner-motivation and direction enhance successful innovative behaviour (Adair, 2009). Initiative taking behaviour is linked to higher feelings of self-regard and self-efficacy (Stoker et al., 2001; Gumusluoglu & Ilsev 2007; Bakx, 2007; Hill et al., 2014). A courageous person might be more willing to make independent judgements (Adair, 2009), challenge the status quo and engage in risk taking behaviours (Govindarajan & Trimble, 2010; Dyer et al., 2011). Courage is linked to the strength and ability not to succumb to pressures and criticism when engaging in team innovation efforts (Gilchrist n.d.; Hill et al., 2014). A person’s awareness of his/her blind spots can increase intra-psychological strength and encourage innovation behaviours (De Brabandere & Iny, 2013; Hill et al., 2014).

2.3.5.3 Team Structures

Team structures have a direct impact on the success of innovation (Jones, 2002; Tidd & Bessant, 2013; Goffin & Mitchell, 2014; Hill et al., 2014). Goffin and Mitchell (2014, p. 296); Hill et al. (2014, p. 2) as well as Patanakul, Chen and Lynn (2012, p. 737) propose certain factors to be taken into consideration when determining the most appropriate team structure. These refer to the organisation's innovation, risk and human resources strategic directives whilst balancing individual talents and strengths with task complexity. A preferred approach in the literature refers to functional; cross-functional; heavy-weight cross-functional; autonomous and virtual teams (Patanakul et al., 2012; Schilling, 2013; Goffin & Mitchell, 2014). A summary by Goffin and Mitchell (2014, p. 291) when choosing the right team structure is attached (Annexure F).

The researcher concluded that additional investigation is required into the most preferred team composition.

2.3.5.3.1 Appropriate Team Composition for Innovation Projects

Achieving the most appropriate team composition for an innovation project remains a challenging and demanding undertaking (Govindarajan & Trimble, 2010). This leads to increased attention being paid in the innovation literature on team composition and the role which teams play in innovation output efforts (Perretti & Negro, 2007; Im et al., 2013). Although the individual is considered as the cornerstone of any team's "innovation potential" (Thedieck, Lippitz & Pfeiffer, 2013), the exponential nature of change requires an increased level of specialisation with expertise-on-demand as a core requirement for team composition.

There appears to be a lack of sufficient clarity and guidelines on relevant criteria for selecting individuals for innovation teams (LaFasta & Larson, 2001). Tidd and Bessant (2013) as well as Fleming (2014) mentioned that deliberate and focused efforts are required to ensure the inclusion of the most suitable individuals into innovation teams. Several challenges were highlighted by LaFasta and Larson

(2001), Barth (2004), Parker (2008), as well as Adair (2009) when selecting appropriate or suitable individuals for those teams. Team dynamics of innovation teams, referred to by Terrell (2007, p. 15) as “just-in-time-teams” can complicate the selection process as teams cease to exist upon completion of the required objectives. Individual talents should be utilized contextually appropriate (Hill et al., 2014) and capitalise on individual’s strengths in relation to the required team task which prove challenging (Gilson et al., 2015).

Several criteria are proposed to be considered for team composition. A first consideration refer to internal or externally sourcing of talent. Govindarajan and Trimble (2010, p. 55) strongly promote an opinion against using internal sourcing as the only option. Internal employees can be “inadequately skilled” and often behave as per the established organisational memory, leading to a “skills deficit.” Outsiders should be sourced to expand this skills base. A ratio is proposed of “one person in four coming from outside the company” to ensure “the addition of fresh perspectives and different skills” (Govindarajan & Trimble, 2010, p. 59).

Another criterion debated is experience (refer to paragraph 2.3.5.2.4). When team members with appropriate experience are included in innovation teams (Perretti & Negro, 2007) specific challenges are experienced when it implies “depending on and preserving the group’s status” (Kelley & Littman, 2004, p. 69).

Certain benefits were identified when experienced team members were included in teams. Perretti and Negro (2007) refer to such inclusion as a good practice, as their experience and subsequent expertise (Tidd & Bessant, 2013) prove highly beneficial when addressing innovation challenges (Kelley & Littman, 2004). Certain challenges or disadvantages of relying only on experienced, expert members are also highlighted. New learnings for inexperienced team members often seem blocked due to a hesitance to share their ideas with the experienced team members (Kelley & Littman, 2004; Hill et al., 2014). Other scholars (Christensen, 2000; Kelley & Littman, 2004; Govindarajan & Trimble, 2010; Dyer et al., 2011; Goffin & Mitchell, 2014; Hill et al., 2014) also refer to specific challenges regarding experience.

Members with long established relationships tend to retain the status quo in terms of power. They often have a strong operational background with their focus leaning towards performance delivery favouring established problem-solving approaches. Established relationships also impact communication practices as such team members tend to avoid disagreeing with each other.

The inclusion of new and often inexperienced members could be highly advantageous in terms of offering new perspectives and increasing flexibility (Kelley & Littman, 2004). Ihara and Hansen (2011) recommend the inclusion of Generation Y employees. Different experiences and multidisciplinary team members increase a higher probability for success in product development or process improvement efforts (Tidd & Bessant, 2013).

Emotional outlook was also a criterion in team composition as emotions provided certain energy for actions (Owens, 2012). Positive outlook of team members contribute towards innovation success (Kelley & Littman, 2004) and positivity to improve results of the team (Lehmann-Willenbrock et al., 2013) resulting in an improved team-spirit (Im et al., 2013). The impact of positive and negative attitudes is emphasised by LaFasta and Larson (2001, p. 23) adding that: “Team members, too, are quick to notice that some people are energetic, optimistic, engaging, confident and fun to work with.” Gilson et al., (2015, p. 180) refer to “deep-level characteristics” of members of creative teams, which could relate to emotional outlook. Aspects of a negative emotional outlook that could influence a team’s effectiveness are self-centred behaviours, disengagement, a tendency to humiliate others and destructive behaviours that break down trust. These behaviours cause overall negativity (LaFasta & Larson, 2001; Adair, 2008).

Diversity in teams could enhance creativity and innovative behaviours (Bouncken, 2004; Kelley & Littman, 2004; Perretti & Negro, 2007). Despite the mentioned benefit of diversity in teams, added complexities are noticed playing out in the team dynamics (Parker, 2008; Brett et al, 2013). These dynamics often surfaced during

interpersonal interactions (Schmidt et al., 2006). An increased potential is observed for negative behaviours such as misunderstandings and conflict compounded by members' unwillingness to share knowledge (Bouncken, 2004).

A different approach is proposed by Dyer et al., (2011, p. 184) with a balance between “discovery and delivery skills”. Discovery-driven skills are “associating, questioning, observing, idea networking and experimenting” and delivery skills “analysing, planning, detail oriented implementing and self-discipline.” According to them the skills balance within the team depended on the innovation task, and required output and team skills. Team composition can also depend on a team member's specific functional role (Dyer et al., 2011).

Several other scholars (Katzenbach & Smith, 1993; LaFasta & Larson, 2001; Stoker et al., 2001; Kelley & Littman, 2004; De Jong & Den Hartog, 2007; Parker, 2008; Owens, 2012; Fleming, 2014) refer to attributes for innovation team projects composition. Those attributes are combined into several categories:

- A mind set and approach towards other team members inclusive of behaviours such as: collaboration, open exchange of ideas, easy to work, being supportive, constructive and trustworthy. A high risk tolerance is also crucial.
- A preferred personal disposition of members is being energetic, enthusiastic and positive. Assertive behavioural skills are important as they enhance an individual's ability to cope with criticism, managing conflict, being flexible and courageous to overcome obstacles and decrease defensiveness.
- Preferred interpersonal skills are communication skills, networking and respectful conduct. Foundational in this regard is an ability to provide feedback whilst engaging in active listening behaviours.

Reference was made to the size of teams which could impact team composition and new product developments (Schilling, 2011). A useful definition of a successful team is proposed as: “a small number of people with complementary skills who are

committed to a common purpose, set of performance goals, and approach for which they hold themselves mutually accountable” (Katzenbach & Smith, 1993, p. 2).

It can be concluded that the importance of team composition is often overlooked as being important. However, LaFasto and Larson (2001, p. 14) emphasised that “the most complex problems besetting teams are rarely problems of intellect. Rather, they are problems involving emotions, attitudes, values, personal styles, and preferences.” The implications of this statement are important for this study.

2.3.6 Summary

The concept of innovation is described, based on the approach of several scholars, reflecting multiple dimensions that makes it difficult to pin the process down. (Kahne, 2009; Govindarajan & Trimble, 2010; Collins & Hansen, 2011; Lerner, 2012). Innovation processes seem reflective of current issues in a business environment (Dodgson et al., 2013). The different approaches to defining innovation and creativity are discussed.

The proposed definitions of innovation and the importance of the practical value are emphasized (Tuomi, 2002; Snyder & Duarte, 2003; Dodgson et al., 2008; Fisk, 2008; Dawar, 2013; Schilling, 2013, Crainer & Dearlove, 2014). Creativity is considered as supportive of innovation (Martins & Terblanche, 2009; Goffin & Mitchell, 2010; Holt et al., 2012; Schilling, 2013; Chrysikou, 2014). Successful innovation should be of value to all stakeholders (Dodgson et al., 2008) with different forms being discussed and the continuous developing nature acknowledged (Boudreau & Lakhani, 2013).

Characteristics of innovative individuals are researched and compared to those of entrepreneurs (Sandberg et al., 2013). Studies refer to personality and cognitive abilities are discussed (Katzenbach & Smith, 1993; Kelly & Littman, 2004; Bakx, 2007; De Jong and Den Hartog, 2007; Adair, 2009; Dyer et al., 2011; Schilling, 2013). Interpersonal skills for innovators (Bouncken, 2004; Barth, 2004), emotional

outlook and intra-psychological resources are deliberated as impacting team success (Kelly & Littman, 2004).

Team structure seems to impact innovation success (Goffin & Mitchell, 2014). Appropriate team composition research indicated that internal and external sources, experience, emotional outlook, diversity, discovery and delivery skills as impactful (LaFasta & Larson, 2001; Kelley & Littman, 2004; Perretti & Negro, 2007; Adair, 2009, Dyer et al., 2011; Im et al., 2013; Spencer, 2013; Tidd & Bessant, 2013). It was appropriate to conclude this summary with an observation of Gilson et al. (2015, p. 192): “What is now needed is some sort of consolidation to advance our understanding of how members’ characteristics can influence team creativity (processes and outcomes).”

The literature review was concluded with a summary of the innovation core constructs and main ideas as presented as Table 4 below:

Table 4: Summary: Core Constructs and Main Ideas: Innovation		
Core Construct	Main ideas	Scholars
1. Innovation	1.1 Concept as fluid, complex	Lerner (2012); Collins & Hansen (2011); Kahney (2009); Govindarajan & Trimble (2010); Radjou et al. (2013); Dawar (2013); Dodgson et al. (2008).
	1.2 Creativity, innovation, entrepreneurship as different concepts	Tuomi (2003); Dodgson et al. (2008); Fisk (2008); Snyder & Duarte (2003); Dawar (2013); Schilling (2013); De Brabandere & Iny (2013); Grainer & Dearlove (2014); Gumusluoglu & Ilsev (2008); Govindarajan & Trimble (2011); Chrysikou (2014).
2. Successful Innovation	2.1 Value-addition, commercialization, customer satisfaction, execution	Crainer & Dearlove (2014); Tuomi (2002); Dodgson et al. (2006); Gumusluoglu & Ilsev (2009); Dawar (2013); Kahney (2009); Dyer et al. (2001); Schilling (2003).
3. Innovative People	3.1 Characteristics	Gumusluoglu & Ilsev (2007); Sandberg et al. (2013); Daniel & Davis (2009); Owens (2010); Govindarajan & Trimble (2010).
	3.2 Personality Indicators	Kelly & Littman (2004); Bakx (2007); Adair (2009); De Brabandere & Iny (2013); Schilling (2013); Katzenberg & Smith (1993); Goffin & Mitchel (2014).
	3.3 Cognitive Abilities	De Jong & Den Hartog (2007); Adair (2009); Schilling (2013); De Brabandere & Iny (2013); Tagger (2002); Fisk (2008); Drucker (2008); Dyer et al. (2011).
	3.4 Technical Abilities	Tagger (2002); Govindarajan & Trimble (2010); Dyer et al. (2011); Twiss (1992); Bakx (2007); Spencer (2013); Walter et al.

		2011.
	3.5 Interpersonal Skills	Bouncken (2004); Barth (2004); Twiss (1992); Wellington (2012); Von Krogh et al. (2000); Biolos (2004); Walter et al. (2011); Sekerka & Fredrickson (2007); Miller & Wedell-Wedellsborg (2013).
	3.6 Emotive Outlook	Drucker (2008); Von Krogh et al. (2000); Hamel (2012); Schilling (2013); Kelly & Littman (2004); Sekerka & Fredrickson (2008).
	3.7 Intra-psychological Resources	Bakx (2007); Adair (2009); Gumusluoglu & Ilsev (2007); Govindarajan & Trimble (2010); Dyer et al. (2011); De Brabandere & Iny (2013).
4. Teams	4.1 Team composition for innovation projects and criteria for inclusion	Govindarajan & Trimble (2010); Perretti & Negro (2007); Thedieck et al. (2011); Huijser (2006); Spencer (2013); Im et al. (2013); LaFasta & Larson (2001); Fleming (2014); Adair (2009); Barth (2004); Kelly & Littman (2004); Dyer et al. (2011); Christensen (2013); Goffin & Mitchel (2014); Ihara & Hansen (2011); Owens (2012); Parker (2008); Brett et al. (2013); Stoker et al. (2001); Schilling (2013); Tidd & Bessant (2013).
Source: Author		

Individual factors impacting successful innovation which are important to this study are summarised as follows:

Table 5: Summary: Literature Review: Individual Factors (Hard/Soft) and Organisational Factors Impacting Successful Innovation

Individual Factors		Organisational Factors	
Soft Issues	Hard Issues	Soft Issues	Hard Issues
1. Personality 2. Mind set and world view 3. Self/personal motivation 4. Personal commitment 5. Interpersonal skills/social skills 6. Self confidence 7. Emotional regulation 8. Risk taking behaviours 9. Emotive outlook 10. Intra-psychological resources 11. Creativity and talent 12. Respectful towards others 13. Conscientiousness 14. Sense of responsible idealism	1. Cognitive abilities 2. Technical skills & expertise 3. Problem-solving abilities 4. Decision-making skills 5. Team role allocation 6. Brain wiring and chemicals 7. Experience	1. Stakeholder expectations 2. Culture (vision, support for innovation, trust, communication) 3. Team composition (diversity, dynamics, affective influences, potency) 4. Leadership and management styles 5. Leadership characteristics 6. Relation 7. Top management support 8. Organizational encouragement	1. Resources (talent, tools, budget) 2. Business cycle 3. Organizational structure 4. Technology 5. Job design (work processes and pressures, challenging work, freedom) 6. Innovation strategy 7. Physical space 8. Procedures, rules, processes 9. Measurements and practices (performance, reward, recruitment and selection, talent management)

		10. Complexity of innovation process and paradoxes.
Successful outcomes as measured against value, commercialisation, customer satisfaction, sustainability, profit and execution		
Source: Author		

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Purpose of this research

The purpose of this research was to investigate and explore if teams, specifically those involved in the implementation of innovation projects, had specific emotive outlook profiles and whether there were specific emotive outlook patterns in such teams. To answer this, and to achieve the objectives of this research study, the convergent parallel mixed method research methodology was adopted. The qualitative and quantitative approaches/explanations were complementary to each other in answering the research questions (Creswell & Clark, 2011). Another reason related to mixed method research methodologies being increasingly used for studies of a business nature (Bryman, 2006; Bryman & Bell, 2011).

The researcher intended to contribute towards theory development, namely an investigation into the emotive outlook profiles of members of innovation project implementation teams and the subsequent patterns of emotive outlook in such teams.

3.1.1 Research Questions and Hypotheses

The following research questions were addressed:

Question 1: What were the emotive outlook patterns of individuals who formed part of successful and unsuccessful implementation teams for innovation projects?

Question 2: Do specific distributions of emotive outlook patterns emerge amongst team members of successful and unsuccessful innovation projects?

Question 3: Is there a statistical significant difference in the patterns of emotive outlook between individuals in successful and unsuccessful implementation teams, with regard to innovations projects?

Question 4: Is there a statistical significant difference in the patterns of emotive outlook amongst team members of successful and unsuccessful innovations projects?

The hypotheses formulated based on the literature review were:

H0: Emotive outlook profiles of individuals and emotive outlook patterns in teams have no influence on the successful outcomes of innovative implementation teams.

H1: Successful implementation teams have specific emotive outlook profiles that differ from those of unsuccessful implementation teams.

H2: The use of emotive outlook profiling could increase the probability and predictability for innovation implementation teams.

H3: The appropriate team composition based on emotive outlook has a positive relationship with innovation success.

H4: Emotive outlook has a positive/negative relationship with innovation success.

Question 5: Mixed Method Research: What results emerged from comparing the exploratory qualitative data about emotive outlook, profiles and patterns of successful and unsuccessful groups with the outcome of quantitative assessment data measured with certain psychometric instruments?

3.1.2 Variables

The following variables contextualised this study:

Table 6: Research Variables Identified	
Variable	Description
Independent	Affective/Emotive Outlook
Dependent	Innovation success (satisfactory, useable outcome of teams to internal and external customer).
Control of confounding variables	Participants had experience in being part of an innovation project. Participating organisations were in one industry (financial services). Participants were permanently employed by their respective organisations.

	Participants had experience in change associated with the implementation of innovative projects. Participants were knowledgeable on innovation.
Source: Author	

3.1.3 Unit of Analysis

Individuals in innovation teams formed the unit of analysis including Innovation Sponsors/Champions and focus group participants. An Innovation Sponsor/Champion was defined as "... a high level manager, who can command power and resources to push an innovation idea into good currency and thus procures and advocates for the innovation" (Garud et al., 2015, p. 342). Another definition proposed by Garud et al. (2015, p. 342) on an innovation implementation team was adopted "... an innovation (or entrepreneurial) team is formed and funded to develop the business idea based on a plan and budget approved by resource controllers (top managers or venture capitalists)." All individuals (referred to the "participants") for the purposes of this study formed part of the implementation teams for an innovation project. Alternatively they experienced change associated with innovation projects implementation and they were knowledgeable in innovation. They were computer literate, skilled and permanently employed by their respective organisations. No criteria was laid down in terms of gender, age, years of service or hierarchical position.

3.2 Philosophical Foundations for Research

3.2.1 Pragmatist Worldview

The pragmatist worldview formed the basis for this mixed method research study. Pragmatism could be considered as the most appropriate paradigm when undertaking a mixed method study (Johnson & Onwuegbuzie, 2004; Denscombe, 2008; Feilzer, 2010; Creswell & Clark, 2011; De Vos et al., 2011; Biesta, 2011;). Both induction and deduction were considered important (Maudsley, 2011) whilst focusing on answering the research problem or questions (Feilzer, 2010; Saunders et al., 2012) combining qualitative and quantitative data collection methods (Creswell & Clark, 2011; Saunders et al., 2012). The practicality of pragmatism underscored by Johnson and Onwuegbuzie (2004), Small (2011) as well as Maudsley (2011) was

considered as relevant to this study.

Morgan (2007) compared the pragmatic approach with the qualitative and quantitative approaches in terms of certain key issues that served as further motivation for embracing pragmatism.

Table 7: Pragmatic Approach Towards the Mixed Method Study			
A Pragmatic Alternative to the Key Issues in Social Science Research Methodology			
	Qualitative Approach	Quantitative Approach	Pragmatic Approach
Connection of theory and data	Induction	Deduction	Abduction
Relationship to research process	Subjectivity	Objectivity	Inter-subjectivity
Inference from data	Context	Generality	Transferability
Source: Morgan (2007, p. 71)			

3.2.1.1 Worldview Elements of Pragmatism

The elements of the pragmatist research philosophy were summarized based on insights of Creswell and Clark (2011), Small (2011), Maudsley (2011) and Saunders et al. (2012) and presented in Table 8 below.

Table 8: Worldview Elements of Pragmatism: A Summary	
Worldview Element	Pragmatist View
1. Ontology	Accept 'external reality' Answer research questions with multiple hypothesis and multiple perspectives are given.
2. Epistemology	Integrate different viewpoints to address research question whilst focusing on practical applied research (both subjectivity and objectivity; action; usefulness; reflection).
3. Axiology	Interpretation of results will be influenced by objective/unbiased as well as subjective/biased views.
4. Research methodology/data collection techniques	Mixed methods research (qualitative and quantitative methods).
Source: Creswell & Clark (2011), Saunders et al. (2012), Small (2011) and Maudsley (2011).	

Cognizance was taken of reported weaknesses of pragmatism according to Johnson and Onwuegbuzie (2004), Feilzer (2010) as well as Small (2011) and summarized as:

- Applied research could be seen as being favoured over basic research results.
- Resistance against using mixed methods research by the scholarly community.

- Researchers could seem to be blasé about their methodological approach.
- Definitions or sense-making of usefulness could be dubious unless specifically defined.

3.3 Research Design

3.3.1 Methodological Approach

The methodological approach to the research design was contextualised by comparing between qualitative and quantitative research (Morgan, 2014, p. 48) and presented in Table 9 below.

Table 9: Comparing Quantitative and Qualitative Research	
Qualitative Research	Quantitative Research
Induction	Deduction
Purposes <ul style="list-style-type: none"> • Generates theory from observations. • Oriented to discovery, exploration. Procedures <ul style="list-style-type: none"> • Emergent design. • Merges data collection and analysis. 	Purposes <ul style="list-style-type: none"> • Tests theory through observations. • Oriented to cause and effect. Procedures <ul style="list-style-type: none"> • Predetermined design. • Separates data collection and analysis.
Subjectivity	Objectivity
Purposes <ul style="list-style-type: none"> • Emphasizes meanings, interpretation. • Tries to understand others' perspectives. Procedures <ul style="list-style-type: none"> • Researcher is involved closed to the data. • Researcher is the "research instrument". 	Purposes <ul style="list-style-type: none"> • Emphasizes things that can be measured. • Results do not depend on beliefs. Procedures <ul style="list-style-type: none"> • Researcher is detached, distant from the data. • Relies on standardized protocols.
Context	Context
Purposes <ul style="list-style-type: none"> • Emphasizes specific depth in detail. • Analyses holistic systems. Procedures <ul style="list-style-type: none"> • Uses a naturalistic approach. • Relies on a view purposively chosen cases. 	Purposes <ul style="list-style-type: none"> • Emphasizes generalization and replication. • Analyses variables. Procedures <ul style="list-style-type: none"> • Uses experimental and statistical controls. • Works across a larger number of cases.
Source: Morgan (2014, p. 48)	

3.3.1.1 Motivation for the choice of the mixed methods design

The mixed methods design chosen was the convergent parallel design and motivated as per the consolidated research presented in Table 10 on page 59.

Table 10: Summary: motivation for choice of mixed methods study

Scholar	Motivation put forward for mixed methods convergent parallel design
Johnson et al. (2007); Feilzer (2010); Small (2011); Denscombe (2008).	“...recognized as a third major approach or research paradigm” Johnson et al. (2007, p. 112).
Bryman (2006); Jick (1979). Amaratunga et al. (2002); Johnson et al. (2007).	Supported in academic text books. Complementary nature of qualitative and quantitative research methodologies.
Bryman & Bell (2011); Creswell & Creswell (2005).	Relevant to research for business and social issues.
Creswell & Clark (2011); Bryman & Bell (2011); Curry et al. (2009); Venkatesh et al. (2013).	Improvement of research results as one approach cannot answer the research question sufficiently.
Creswell & Clark (2005); Amaratunga et al. (2002); Creswell & Creswell (2005).	Triangulation of results of quantitative and qualitative parts, enhancing research meaningfulness.
Source: Author	

3.3.1.1.1 Benefits Associated with Mixed Methods Convergent Parallel Designs

A summary of benefits associated with the convergent parallel design and mixed methods research was summarized based on opinions of scholars, such as Jick (1979); Johnson and Onwuegbuzie (2004); Onwuegbuzie and Leech (2005); Bryman (2006); Johnson et al., (2007); Biesta (2010); Delport and Fouché (2011); Creswell and Clark (2011); Bryman and Bell (2011); Small (2011) as well as Leedy and Ormrod (2014).

- (i) The strengths of both qualitative and quantitative designs when capitalised on enhance confidence in the research results.
- (ii) Comprehensive answering of research questions as qualitative and quantitative methods complement each other in terms of weaknesses, as “words, pictures, and narrative, can be used to add meaning to numbers” and vice versa. (Johnson & Onwuegbuzie, 2004, p. 21).
- (iii) Triangulation, based on the collection of different data sets on the same phenomena being researched, present more convincing conclusions.
- (iv) The understanding of the issue being researched could be enhanced because of

answering the research questions in a unique way.

- (v) The combination of quantitative and qualitative research increase practicality, without complicating the research paradigmatically.
- (vi) Collaboration of the two paradigms are improved without focusing unnecessarily on epistemological and ontological arguments.
- (vii) Although both quantitative and qualitative data sets were treated as separate entities during the collection and analysis processes, equal value was attached to both sets of data.

This discussion was summarized as per Creswell and Clark's (2011) comment that mixed methods research provide excellent insights into the phenomena being studied.

3.3.1.1.2 Challenges Associated with Mixed Methods Convergent Parallel Designs

The challenges associated with the mixed methods convergent parallel design approach were summarised based on opinions of scholars as Jick (1979); Johnson and Onwuegbuzie (2007); Bryman and Bell (2011); Small (2011); Creswell and Clark (2011); Bryman (2012); Leedy and Ormrod (2014) as well as Morgan (2014):

- (i) The combination of quantitative and qualitative research representing of two different paradigms (views of the truth and two sets of data) are challenging.
- (ii) Time, skill and energy demands because of concurrent data collection.
- (iii) It might be a challenge convincing others of the merits of this approach (especially purists) as it is claimed that research rigour is compromised.
- (iv) A proactive decision must be made on approach to be followed when the two datasets differ.
- (v) Replication of the qualitative part of the study could be challenging.
- (vi) The design could be inadequate: "If either quantitative or qualitative methods

become mere window dressing for the other.” (Jick, 1979, p. 609).

- (vii) It is not necessarily suitable for all research because of costs and time considerations.
- (viii) The challenges researchers faced are intensified and require increasingly “... the ability to write and think across not only methodological techniques, but also epistemological perspectives” (Small, 2011, p. 79). A challenge that mixed methods researchers face could also relate to contemporary methodological specializations.
- (ix) The integration process of the two sets of data at the conclusion of the research are “problematic” (Morgan, 2014, p. 80).

Despite these challenges the researcher considered the mixed method design methodology as appropriate in answering the research questions.

3.3.1.1.3 Reliability and Validity in Mixed Methods Research

3.3.1.1.3.1 Validity

Aspects of external and internal validity, general credibility and trustworthiness considered important were identified and described in Table 11 below.

Table 11: Validity Descriptions and Mixed Methods Research	
Concept	Descriptive Words
Internal validity	<ul style="list-style-type: none">• “defensible conclusions” (Leedy & Ormrod, 2014, p. 272)• Answers research questions with data gathered (Russ-Eft & Hoover, 2005; Koonin, 2014), “demonstrating a causal relationship between two variables” (Saunders et al., 2012, p. 193).• Generalizability of research results (Saunders et al., 2012; Leedy & Ormrod, 2014; Russ-Eft & Hoover, 2005) to a bigger sample (Koonin, 2014).• Reaction of other people when they read the results in terms of being “... convincing and worth taking seriously” (Leedy & Ormrod, 2014, p. 272).
External validity	
Credibility and trustworthiness	
Source: Author	

Leedy and Ormrod (2014) made several recommendations to increase validity in mixed methods research studies. A first major concern related to the different

portions (qualitative and quantitative) speaking sufficiently to each other, whilst controlling for confounding variables (Leedy & Ormrod, 2014). It was recommended by Morgan (2014) that the quantitative and qualitative portions of the research be kept sufficiently similar in order to do appropriate and justified comparisons. This recommendation was followed identifying the criteria for participants as experience in being part of an innovation implementation team or a change interventions associated with such implementations and being knowledgeable in innovation. Participants were skilled and permanently employed by their respective organisations, because the "... views and experiences of the participant's themselves" were considered as a "... legitimate source of data" (Goulding, 2005, p. 302).

The convergent parallel design was adopted based on Leedy and Ormrod's (2014) recommendation where both strands of the data are of equal importance and mutually supportive, as well as that a researcher be in a position to explain differences arising during the course of the study.

Creswell and Clark (2011, p. 240-241) proposed potential validity threats for mixed methods studies that could be experienced during the different phases of the research process. The strategies proposed to address every threat as presented in Table 12 below served as a guideline for this study.

Table 12: Potential Validity Threats in a Mixed Method Study Design	
Potential Validity Threats When Merging Data	Strategies for Minimizing the Threat
<i>Data collection issues</i>	
<ul style="list-style-type: none"> Selecting inappropriate individuals for the qualitative and quantitative data collection 	<ul style="list-style-type: none"> Draw quantitative and qualitative samples from the same population to make data comparable.
<ul style="list-style-type: none"> Obtaining unequal sample sizes for the qualitative and quantitative data collection 	<ul style="list-style-type: none"> Use large qualitative samples or small quantitative samples so that the same number of cases can be selected.
<ul style="list-style-type: none"> Introducing potential bias through one data collection on the other data collection (adding qualitative data into a trial while the trial is going on) 	<ul style="list-style-type: none"> Use separate data collection procedures, and collect data at the end of an experiment.
<ul style="list-style-type: none"> Collecting two types of data that do not address the same topics 	<ul style="list-style-type: none"> Address the same question (parallel) in both quantitative and qualitative data collection.

<i>Data analysis issues</i>	
<ul style="list-style-type: none"> Using inadequate approaches to converge the data (e.g. uninterpretable display) 	<ul style="list-style-type: none"> Develop a joint display with quantitative categorical data and qualitative themes or use other display configurations.
<ul style="list-style-type: none"> Making illogical comparisons of the two results of analysis 	<ul style="list-style-type: none"> Find quotes that match the statistical results.
<ul style="list-style-type: none"> Utilizing inadequate data transformation approaches 	<ul style="list-style-type: none"> Keep the transformation straightforward (e.g. count codes or themes), and use procedures to enhance reliability and validity of transformed scores.
<ul style="list-style-type: none"> Using inappropriate statistics to analyse quantized qualitative results 	<ul style="list-style-type: none"> Examine the distribution of scores, and consider use of nonparametric statistics, if needed.
<i>Interpretation issues</i>	
<ul style="list-style-type: none"> Not resolving divergent findings 	<ul style="list-style-type: none"> Use strategies such as gathering more data, reanalysing the current data, and evaluating the procedures.
<ul style="list-style-type: none"> Not discussing the mixed methods research questions 	<ul style="list-style-type: none"> Address each mixed methods question.
<ul style="list-style-type: none"> Giving more weight to one form of data than the other 	<ul style="list-style-type: none"> Use procedures to present both sets of results in an equal way (e.g. a joint display) or provide a rationale for why one form of data provided a better understanding of the problem.
<ul style="list-style-type: none"> Not interpreting the mixed methods results in light of the advocacy or social science lens 	<ul style="list-style-type: none"> Returning the interpretation of a transformative study to the lens used in the beginning of the study, and advance a call for action based on the results.
<ul style="list-style-type: none"> Not relating the stages or projects in a multiphase study to each other 	<ul style="list-style-type: none"> Consider how a problem, a theory, or a lens might be an overarching way to connect the stages or projects.
<ul style="list-style-type: none"> Irreconcilable differences among different researchers on a team 	<ul style="list-style-type: none"> Have researchers on a team evaluate the overall project objectives, and negotiate philosophical and methodological differences.
Source: Creswell & Clark (2011)	

3.3.1.1.3.2 Triangulation

Bryman and Bell (2011) referred to the “... logic of triangulation...” (p. 631) requiring certain actions to increase the trustworthiness of the data analysis (Miles et al., 2014).

Firstly, it was proposed that convincing conclusions could be achieved when comparing quantitative and qualitative results (Creswell & Clark, 2011; Bryman & Bell, 2011; Leedy & Ormrod, 2014). Secondly, utilization of different sources and increased available data impact validity directly (Guion, Diehl & McDonald, 2011). Thirdly, should both the quantitative and qualitative data provided similar

conclusions confidence in the research results and theory development is increased (Jick, 1979; Miles et al., 2014).

Fourthly, Jick (1979, p. 603) claimed that the inclusion of several measurements in quantitative data collection process lead to findings that are “...unique variance which otherwise may have been neglected by single methods.” Qualitative data collection is challenging (Adams et al., 2014) and time-consuming but offer different (Guion, Diehl & McDonald, 2011) and unique perspectives not usually obtained from quantitative data (Jick, 1979). Semi-structured interviews and focus group discussions were included in this research based on Jick’s (1979) recommendation.

3.3.1.1.3.3 Data Saturation

Data saturation in qualitative research is evident when no new insights or ideas emerged (Curry et al., 2008; Collins, 2010; Saunders et al., 2012; Harding, 2013) and because of this it is a challenge to determine the saturation point. Sufficient documentation on all steps followed, during the data collection process and analysis activities, should support any data saturation claims. Vogt et al. (2014, p. 394) referred to that as the “audit trail.”

3.3.1.1.3.4 Pilot Study

Saunders et al. (2012, p. 677-678) defined a pilot study as a: “Small-scale study to test a questionnaire, interview checklist or observation schedule, to minimize the likelihood of respondents having problems in answering the questions and of data recording problems as well as to allow some assessment of the question’s validity and the reliability of the data that will be collected.” Van Teijlingen and Hundley (2001) provided a similar definition, whilst Delport and Fouché (2011) recommended that a pilot study be included in data collection steps of mixed method studies.

Pilot studies are usually conducted both for the qualitative and quantitative portions of studies, using questionnaires and testing interview procedures and protocols

(Weiss, 1994; Thabane et al., 2010; Strydom & Delport, 2011; Saunders et al., 2012; Leedy & Ormrod, 2014). Koonin (2014) held a different view that pilot studies were mostly applicable in quantitative studies testing reliability and validity of instruments.

Different reasons and associated benefits for conducting a pilot study before the main research commenced were based on recommendations forwarded by Weiss (1994), Van Teijlingen and Hundley (2001), Thabane, Ma, Chu, Cheng, Ismailia, Rios, Robson, Thabane, Giangregoria and Goldsmith (2010) as well as Strydom and Delport (2011) as:

- (i) Sufficiency and completeness of the research procedure;
- (ii) Uncovering research flaws, instruments shortcomings or improper research protocols;
- (iii) Determining the level of complexity of the instruments;
- (iv) Refining protocols ensuring appropriateness and efficiency;
- (v) Ensuring efficient data analysis techniques;
- (vi) Generating support for the worth of the main research (Van Teijlingen & Hundley, 2001); and
- (vii) Informative when results are published.

The researcher noted certain challenges conducting pilot studies (Van Teijlingen & Hundley, 2001; Thabane et al., 2010; Koonin, 2014):

- Researchers making wrong inferences from the results of their pilot studies;
- Results of the main research be contaminated if the participants of the pilot study also formed part of the main study;
- Neglect in publishing pilot studies nor sharing lessons learned or insights gained that could benefit other researchers;

- Substantial costs and resources required to complete the pilot study; and
- Taking cognisance that the emphasis in a pilot study is on feasibility and not determining statistical significance.

A pilot study was conducted within a Namibian financial services institution. These participants did not participate in the main research. Procedures to conduct the pilot study were based on recommendations by Van Teijlingen and Hundley's (2001):

- (i) The questionnaires (psychometric instruments) were administered in exactly the same manner on the identified two groups as intended for the main research.
- (ii) Feedback was obtained from participants' regarding their experiences when they completed the instruments, whether the time required was realistic and if they experienced the process as non-threatening. The Human Resources Department played a major supportive role.
- (iii) An observer was present when the focus group discussions were conducted to evaluate flow and appropriateness of discussions as per the developed protocol.
- (iv) Semi-structured interviews with innovation sponsors/champions confirmed the relevance of the developed protocol.
- (v) Protocols for the interviews of focus groups were adjusted as required.

Five participants were tested for both successful and unsuccessful innovation groups. The focus groups also consisted of five participants each for successful and unsuccessful groups. Participants tested were not the same as those participating in the focus group discussions and two project sponsors were interviewed. The sample size criteria was based on recommendations followed by the main research (Thabane et al., 2010).

The researcher adhered to the same ethical standards as for the main research.

Gifford, Davies, Graham, Lefebvre, Tourangeau and Woodend (2008) proposed useful guidelines reporting and publishing results of mixed method pilot studies. The pilot study results for this research was published (Swart-Opperman & April, 2015).

3.4 The Qualitative Part of the Research

3.4.1 Introduction

The inclusion of a qualitative strand in this research was considered to be of equal value to the quantitative strand (refer to paragraph 1.1.4) and there were several reasons for this decision. Firstly, the phenomenon studied (emotional outlook) was complex, and according to Curry et al. (2009) such phenomenon lent itself to qualitative studies.

Secondly, an “emphatic stance” (Morgan, 2014, p. 51) is required when studying social issues from participants’ perspectives in a real world situation (Bryman & Bell, 2011; Leedy & Ormrod, 2014; Strydom & Bezuidenhout, 2014). Thirdly, detailed and complete descriptions can provide specific context (Bryman & Bell, 2011). Fourthly, it lent itself to flexibility for the researcher to investigate surface issues at a deeper level (Bryman & Bell, 2011) especially as new issues could arise during the data gathering process, for example, when participants are interviewed (Morgan, 2014). Fifthly, qualitative exploration is important for data analysis processes and lastly theory verification (Bryman & Bell, 2011).

Several distinct challenges or disadvantages associated with the use of qualitative research were noted. Firstly, subjectivity due to research biases that could influence interpretation as the researcher was both data collector and analyst (Bryman & Bell 2011). Secondly, the challenge of generalising the findings was considered a concern in qualitative research (Bryman & Bell, 2011; Leedy & Ormrod, 2014; Strydom & Bezuidenhout, 2014). Thirdly, a lack of transparency and insufficient audit trails could pose challenges to replicate findings (Bryman & Bell, 2011).

3.4.1.1 The Qualitative Design

The phenomenological approach was considered as applicable in this research for both the semi-structured interviews and focus group discussions (De Vos et al. 2011). A summary of the phenomenological approach was provided by Leedy and Ormrod (2014, p. 152) in Table 13 below.

Table 13: Distinguishing Characteristics of Different Qualitative Designs				
Design	Purpose	Focus	Methods of Data Collections	Method of Data Analysis
Phenomenological study	To understand an experience from the participants point of view	A particular phenomenon as it was typically lived and perceived by human beings	<ul style="list-style-type: none"> • In-depth unstructured interviews • Purposeful sampling of 5-25 individuals 	<ul style="list-style-type: none"> • Searching for meaning units reflecting various aspects of the experience • Integration of the meaning units into a seemingly typical experience
Source: Leedy & Ormrod (2014, p. 152)				

3.4.1.1.1 The Phenomenological Approach to the Qualitative Methods

The phenomenological approach was embedded in the qualitative part of this study, under the umbrella of pragmatism. This approach was considered as appropriate because of the participants' experience with the phenomenon studied (Bloomberg & Volpe, 2008; Curry et al., 2009; Leedy & Ormrod, 2014). A phenomenological approach "...searches for meanings and essences of experiences..." (Torraco, 2005, p. 358) in order to understand the phenomenon from the participants' point of view (Schurink, 2011; Leedy & Ormrod, 2014; Du Plooy-Cilliers, 2014; Groenewald, 2014; Gill, 2014; Bloomberg & Volpe, 2016), lending itself to rich descriptions (Bloomberg & Volpe, 2016, p. 241) and theory development (Torraco, 2005).

The limitations of a phenomenological approach referred to by Torraco (2005) was noted as embedded in the researcher being close-minded and judgmental. This could relate to the researcher's experience with the phenomenon being studied. Bloomberg and Volpe (2016, p. 49) alerted that "... bracketing of personal experiences ..." as an unobtainable objective for a researcher. It might be

challenging to generalise the findings of a phenomenological study.

3.4.1.1.2 Validity and Reliability

Different approaches to validity and reliability in qualitative research were observed. Koonin (2014) as well as Bloomberg and Volpe (2016) recommended it appropriate referring to trustworthiness in qualitative research rather than actual validity and reliability. Scholars such as Creswell and Clark (2011) argued an actual scaled down role of reliability in qualitative research, whilst Struwig and Stead (2001) equated reliability and consistency with inter coder agreements. Morse et al. (2002) proposed that the terminologies of reliability and validity were equally applicable to both qualitative and quantitative research. Referring to validity in qualitative research could be “... a contentious issue in which some authors query the usefulness of validation from a qualitative perspective” (Struwig & Stead, 2001, p. 143).

Koonin (2014, p. 259) provided a comparison between quantitative and qualitative terminologies when referring to validity and credibility in qualitative research presented below in Table 14.

Table 14: Comparison: Qualitative and Quantitative Terminology	
Qualitative Terminology	Quantitative Terminology
<ul style="list-style-type: none"> • Credibility • Transferability • Dependability • Conformability 	<ul style="list-style-type: none"> • Internal validity • External validity • Reliability • Objectivity
Source: Koonin (2014, p. 259)	

Firstly, credibility was defined as the correctness of the researcher’s account of the data and information provided by the participants (Onwuegbuzie & Leech, 2004; Koonin, 2014; Bloomberg & Volpe, 2016). It was recommended by Mays and Pope (2000), Morse et al. (2002) as well as Bloomberg and Volpe (2016, p. 163) that researcher biases be acknowledged at the beginning of a study. Those relate to “... personal and intellectual biases”, any other views, research capabilities or aspects in the researcher’s behaviour repertoire, which could impact the data collection or any other aspect of the study. Struwig and Stead (2001, p. 145) referred to these biases noticeable as “researcher effects.” Knowledge gaps, a lack of inductive and

research capabilities and flexibility on the part of the researcher is added by Morse et al. (2002). Morgan (2014) mentioned that it was unlikely that a researcher be fully skilled in both quantitative and qualitative methodologies.

Credibility is increased with the triangulation of data and collection methods (Jick, 1979; Creswell & Clark, 2011; Schurink et al., 2011; Guion et al., 2011; Koonin, 2014; Bloomberg & Volpe, 2016). Comprehensiveness could be achieved with the triangulation of various data collection methods from the different groups in order to note combinations of patterns (Mays & Pope, 2000). Furthermore, when findings contrary to initial expectations (“negative instances or discrepant findings”) were reported credibility could be increased (Bloomberg & Volpe, 2016, p. 163; Struwig & Stead, 2001, p. 144).

The importance of methodological soundness, sampling and an integrated approach to be followed by a researcher (thinking and doing) as a verification strategy, was emphasized by Morse et al. (2002). They highlighted the importance of “methodological coherence” where the research question and proposed methodology, especially data collection methods, talked to each other (p. 18). The relevance of the sampling approach was emphasised by Mays and Pope (2000) as well as Morse et al. (2002, p. 18) in that: “... efforts were made to obtain data that might contradict or modify the analysis by extending the sample (for example to a different type of area?).”

Secondly, transferability was referred to as “... the ability of findings to be applied to a similar situation and delivering similar results” (Koonin, 2014, p. 258). Although Bloomberg and Volpe (2016, p. 164) held a similar view they indicated the highly subjective nature of transferability as findings are judged “...by the reader.” Onwuegbuzie and Leech (2004, p. 777) noted repeating qualitative studies as a limitation that could negatively impact the significance thereof. Transferability could be enhanced by the completeness, referred to as “thick descriptions” by Leedy and Ormrod (2014, p. 164) providing a complete and accurate account of the information (Bloomberg & Volpe, 2016).

Transferability remains a problematic issue in qualitative research (Struwig & Stead, 2001; Schurink et al., 2011; Saunders et al., 2012; Koonin, 2014). This was further compounded by different recommendations on, for example, sample size for both semi-structure interviews and focus group discussions (McLafferty, 2004; Gill et al., 2008). Challenges relating to the ethical considerations of protection and privacy, opening up information to obtain clarification when conducting additional research are problematic (Onwuegbuzie & Leech, 2004, p. 777). Koonin (2014) and Pascoe (2014) mentioned that it was unlikely to repeat findings of qualitative studies due to the individual nature of responses and research biases.

Thirdly, dependability was also considered as important for achieving reliability. This referred to the availability of documented research processes (Bloomberg & Volpe, 2016) referred to as the audit trail (Mays & Pope, 2000; Morse et al., 2002; Bloomberg & Volpe, 2016) as this could allow for further review of the data. Koonin (2014, p. 259) defined dependability differently and referred to “... the quality of the process of integration that takes place between the data collection method, data analysis and the theory generated from the data”.

Bloomberg and Volpe (2016) as well as Curry et al. (2009) recommended considering member checking of data analysis processes to increase reliability. That was referred to as “member validation” by Bryman and Bell, 2011 (p. 298). A requirement described by Leedy and Ormrod (2014) was consensus between sense making by the researcher and other subject experts. Struwig and Stead (2001, p. 144) referred to this as “interpretative validity”, putting emphasis on the importance of the participants’ comments on the findings. Dependability of data could be increased with a predetermined coding scheme (Creswell & Clark, 2011) and utilising computer-assisted data analysis programs (DiCicco-Bloom & Crabtree, 2006; Creswell & Clark, 2011; Miles et al., 2014).

Lastly, conformability was described by Koonin (2014) as the availability of evidence on data collection processes followed to support subsequent findings and

interpretations. This is related to “rigor” described by Leedy and Ormrod (2014, p. 164) where a researcher followed appropriate methodologies endeavouring “... to remain as objective as possible throughout the project.” Saunders et al. (2012), Rabiee (2004) and Schurink et al. (2014) emphasized the importance of ensuring relevance when interpreting data and that availability of the audit trail to support and confirm the research findings and analysis of the data.

Addressing validity and reliability concerns (credibility, transferability, dependability and conformability) in the qualitative part of this study, the researcher focused on the following:

(i) Credibility

The correctness of transcriptions (data provided by participants) was achieved as the researcher adhered to a basic “transcription protocol” that enhanced credibility as recommended by McLellan, MacQueen and Neidig (2003, p. 66). Data integrity was achieved by transcribing audiotapes verbatim, and storing it accordingly. All transcriptions were in the same format: fonts, margins, information on participants and transcription style. Transcriptions were sufficiently comprehensive to allow for a detailed and proper analysis. That was based on a recommendation by Onwuegbuzie and Leech (2004) that “... a significant finding in qualitative research is one that has meaning or representation.” (p. 774). The researcher transcribed the interviews and focus group discussions to provide sufficient information for analysis.

Personal biases were minimised as the researcher acknowledged the possible influence of her prior experience in the research subject and the detailed literature review conducted, as possibly influencing her approach to questioning. The researcher acted as moderator/facilitator and according to McLafferty (2004) this could also influence discussions.

Saunders et al. (2012, p. 192) referred to a researcher’s emotional management. The researcher addressed this by developing interview and focus group

protocols (which were pilot tested) to minimise the impact of her prior knowledge. The moderation approach followed for the bigger focus groups (6 plus participants) was more “interventionist” ensuring that everyone got the opportunity to contribute. Where participants seemed to lack confidence (due to being less experienced than other members) the researcher also intervened subtly. The researcher managed her emotions by spreading the interviews and focus group discussions over a certain period of time (6 months), in order to cope with volumes and managing her own energy levels.

There was also a possibility of participant biases in that responses could be unauthentic (Saunders et al., 2012). Participant biases were addressed as participants (international sample) were from different countries. Although the national sample is located in Namibia, many of the participants were unknown to the researcher, especially participants for the focus group discussions. It was recognised that the Namibian business community is small and that the researcher is active in the business community. The triangulation of results was reported and contrary findings discussed in the analysis of both the qualitative and quantitative results.

(ii) Transferability

The researcher endeavoured to achieve transferability by providing detailed descriptions of the qualitative and quantitative procedures. It was, however, not possible to state that transferability was achieved in this study.

(iii) Dependability

An audit trail was described in paragraph 4.5.3.1.1. Member validation was not an option for this research due to several reasons: data confidentiality, lack of knowledgeable persons on the subject matter and the research approach followed. Other reasons were that because the financial services industry in Namibia is small, anonymity of the participants was of the utmost importance. Information shared by the International Case participants of their experiences,

during a recent merger, was sensitive.

(iv) Conformability

Conformability was achieved by reporting the audit trail.

3.4.1.2 Data Collection Procedures

The data collection procedures were followed for this mixed methods study as proposed by Creswell and Clark (2011, p. 173) (Annexure G).

3.4.1.2.1 Data Collection Procedures: Qualitative Data

3.4.1.2.1.1 Qualitative Sampling

The qualitative sampling procedures followed are described below:

- (a) Sites: Four identified financial services institutions: an international sample within Southern Africa and a national sample from Namibia.
- (b) Participants for the study: Individuals within these institutions formed part of the implementation teams for innovation projects, alternatively experienced change related to the implementation of innovation projects or were knowledgeable on innovation. The innovation sponsors or champions of the innovation projects and focus groups participants formed part of the qualitative sampling strategy.
- (c) Purposive sampling strategy: The sampling strategies for this phenomenological study were purposive based on the recommendation of Gill (2014). A characteristic of purposive sampling is that individuals should be experienced and/or knowledgeable on the research topic (Weiss, 1994; Rabiee, 2004; Goulding, 2005; Tong, Sainsbury & Craig, 2007; Curry et al., 2009; Creswell & Clark, 2011; Adams et al., 2014). This strategy applied to both the semi-structured interviews and the focus group discussions. Four different independent financial institutions were sampled (multiple-case sampling) (Miles et al., 2014).

Based on a recommendation by Miles et al. (2014) clear boundaries were set for this research, focusing on the Financial Services Industry. The reasons for focusing on this industry were the available innovation track records and continuous demands for innovation due to industry changes (legislative, competition, client demands and technology). Similar reasons were reported by Bantel and Jackson (1989) on management innovation team composition within this industry. The impact of other variables, such as the environment could be minimised when focusing on only one industry (Bantel & Jackson, 1989).

- (d) Number of participants: The sample sizes were determined by the research question and the principle of theoretical saturation (Curry et al., 2009). The number of participants in this research study were as follows:

Table 15: Number of Participants (91): Qualitative Part of Research				
	International Case		National Case	
	Number approached	Number participated	Number approached	Number participated
<u>Focus Groups:</u>				
Successful teams	25	24	20	15
Unsuccessful teams	25	19	20	15
Total	50	41	40	30
<u>Semi-Structured Interviews:</u>				
Successful teams	5	7	6	10
Unsuccessful teams	5	3		
Total		10		10
<u>Countries included:</u>	9		1	
<u>Total Participants:</u>	51		40	
Source: Author				

The duration for the focus group discussions and the semi-structured interviews were based on recommendations of Rabiee (2004); DiCicco-Bloom and Crabtree (2006); Greeff (2011); Adams et al. (2014) as well as Sanders et al. (2014), namely 1 to 2 hours for focus group discussions and 45 minutes to 1,5 hours for the semi-structured interviews.

Protocols were developed for both the focus group discussions and the semi-structured interviews as per the recommendations of Weiss (1994); Curry et al. (2009); Harrell and Bradley (2009); Greeff (2011); Rabionet (2011) as well as Stewart, Shamdasani and Rook (2013). Although these protocols were proposed, the researcher followed the guideline of flexibility as proposed by Gioia, Corley and Hamilton (2012), allowing for information development for theory building. Cognisance was taken of the dynamism of each interview, and the fact that each dialogue generated unforeseen questions (DiCicco-Bloom, 2001). The reasonableness and logic of the developed protocols were pilot tested (Annexures H and I).

3.4.1.2.1.2 Obtaining Permission/Access

As per a recommendation of Creswell and Clark (2011) permission was obtained from the highest authority levels within the different participating organisations.

Based on recommendations by Saunders et al. (2012, p. 217) access was negotiated and gained by applying the following steps:

Recommendation 1: “Ensuring you are familiar with the organisation or group before making contact.”

Application by Researcher: The researcher liaised with relevant persons in the respective organisations, studied secondary data sources (internet sources and annual reports), focusing on innovation approaches.

Recommendation 2: “Allow yourself sufficient time.”

Application by Researcher: The researcher allowed approximately three months to negotiate access. This was achieved through meetings, presentations, letters, email correspondence and telephonic conversations. The fact that companies withdrew participation

extended this process.

Recommendation 3: “Using existing contacts and developing new ones.”

Application by Researcher: The existing contacts at the executive levels definitely contributed towards gaining access.

Recommendation 4: “Providing a clear account of the purpose of your research and the type of access required.”

Application by Researcher: A detailed letter was provided to the participating organisations, indicating the purpose and scope of the research. An information sheet was attached summarising requirements for the participating organisations. The research methodology was outlined, namely the completion of online instruments, semi-structured interviews with innovation sponsors/champions and conducting the focus group discussions.

Recommendation 5: “Overcoming organisational concerns about granting access.”

Application by Researcher: The concerns of organisations were addressed regarding time, confidentiality, and any sensitivities relating to the participants. A detailed timetable was presented indicating maximum time requirements. The current workloads of the companies (as were reasonably possible) were taken into consideration. The researcher ensured anonymity of the participating organisations based on the recommendation by Saunders et al. (2012, p. 223): “Anonymity ensures that no one will know who participated in your research and that no one is able to identify the source of any response.”

Recommendation 6: “Identifying possible benefits to the organisation of granting you access.”

Application by Researcher: The researcher undertook to provide feedback on the research results upon successful completion of the study. As innovation was a value of most participating organisations, they expressed an interest in linking the results to talent management initiatives and team composition.

Recommendation 7: “Using suitable language.”

Application by Researcher: Participants were skilled and professional. The terminologies of the research was understandable or explanations provided where required.

Recommendation 8: “Facilitating replies when requesting access.”

Application by Researcher: The different contact methods used were the telephone, mobile phone, emails, as well as several site visits.

Recommendation 9: “Establishing your credibility.”

Application by Researcher: Credibility was enhanced by the reputation of the supervising University. The researcher’s academic background and registration as an industrial psychologist coupled with extensive business experience contributed towards establishing credibility.

3.4.1.2.1.3 Collecting the Information

A requirement for phenomenological qualitative studies stipulates the inclusion of “...interviews (perhaps, 1-2 hours in length) with a carefully selected sample of participants”, experienced in the topic of research (Leedy & Ormrod, 2014, p. 147). The interview as a data collection method of choice in any phenomenological study was supported by Starks and Trinidad (2007) as well as Goulding (2008). Such

interviews lend themselves to flexibility making sufficient provision for obtaining detailed information (Bryman & Bell, 2011).

All semi-structured interviews and focus group discussions conducted for this research were audiotaped, keeping detailed records (Curry et al., 2009). A helpful guideline on conducting semi-structured interviews and focus group discussions was provided by Tony et al., (2007) as well as Berg and Lune (2014). Starks and Trinidad (2007, p. 1375) recommended that "... diverse samples" add different and wider perspectives on the same phenomenon. Therefore, both semi-structured interviews and focus group discussions were utilised, tapping into the experiences of the participants. The developed protocols were also used for telephonic interviewing. Although not ideal, Greeff (2014) stated that telephonic interviewing is "... particularly suitable for projects with a clearly defined focus" (p. 356). The usefulness and appropriateness of telephonic interviewing were supported by Holt (2010) and Novick (2011). It was considered to be a viable modification approach for focus group discussions under certain conditions (Greeff, 2011). Claims of poorer quality data resulting from telephonic interviewing were insufficiently reported in the literature (Holt, 2010; Novick, 2010; Greeff, 2011). The telephonic interviews and focus group discussions were conducted as per the developed and pilot tested protocols (Annexures H and I).

A research interview was described as a process of "purposeful conversation" where the role of the researcher was to ask specific questions, displaying attentive listening skills (Saunders et al., 2012, p. 378), focussing on the experiences of participants (Bryman & Bell, 2011). Although different formats of interviews were at the researcher's disposal (structured, semi-structured, unstructured or in-depth), the most appropriate format for this research was considered to be the semi-structured interview format. Semi-structured interviews were appropriate for phenomenological quantitative research of this nature (Bryman & Bell, 2011). The researcher felt that although the benefits and challenges of semi-structured interviews were discussed (refer to paragraph 3.4.1.2.1.3.1), it should be emphasised that semi-structured interviews were a fit-for-purpose method for this mixed method

research study (Bryman & Bell, 2011; Saunders et al., 2014). Telephonic interviewing was considered as an appropriate data collection method due to certain unusual circumstances as per the recommendation of Berg and Lune (2014).

Semi-structured interviews were in line with the purpose of this research, especially as a high degree of flexibility was required. Personal contact was important due to the relevance of the conversation topic to the incumbents current work situation. The complexity of the topic lent itself to semi-structured interviewing. In this research study (for the qualitative part) information was collected from interviewing innovation sponsors/champions and conducting focus group discussions consisting of individuals who formed part of innovation implementation teams or who were knowledgeable on innovation.

The focus group discussions provided interesting and useful information due to the participants' experiences in team innovation implementation projects. This was based on recommendations by several scholars (McLafferty, 2004; Rabiee, 2004; Stewart et al., 2007; Gill et al., 2008; Leedy & Ormrod, 2014; Pascoe, 2014;). Starks and Trinidad (2007, p. 1375) recommend that "... diverse samples" could add different and wider perspectives on the same phenomenon. Therefore, both semi-structured interviews and focus group discussions were utilise, to tap into the experiences of the participants.

3.4.1.2.1.3.1 Semi-Structured Interviews

3.4.1.2.1.3.1.1 Definition

Weiss (1994, p. 3) defined qualitative interviews as: "...interviews that sacrifice uniformity of questioning to achieve fuller development of information." The value of interviews in providing more information was emphasized by Curry et al. (2009), Harrell and Bradley (2009), Bryman and Bell (2011), Creswell and Clark (2011) as well as Leedy and Ormrod (2014). Tong et al. (2007) described the value of semi-structured interviews as a way for researchers to tap into the meanings participants attached to their experiences.

3.4.1.2.1.3.1.2 Benefits of Using Semi-Structured Interviews

Several scholars indicated benefits of using semi-structured interviews as a collection method (Weiss, 1994; Axim & Pearce, 2006; DiCicco-Bloom & Crabtree, 2006; Tong et al., 2007; Novick, 2008; Bryman & Bell, 2011; De Vos et al., 2011; Greeff, 2011; Saunders et al., 2012; Adams et al., 2014; Berg & Lune, 2014; Leedy & Ormrod, 2014; Strydom & Bezuidenhout, 2014; Yin, 2014). These benefits were summarized and noted by the researcher:

- (i) It could make a significant contribution developing a comprehensive understanding of the issues researched, based on a personal conversation.
- (ii) By collecting several perspectives and viewpoints the researcher could focus on answering the research questions.
- (iii) Information generated was an appropriate supplementation to quantitative research.
- (iv) Flexibility was increased as answers could be probed, providing in-depth information and insight into the research problem.
- (v) For the sake of convenience, semi-structured interviews could be conducted telephonically relating to costs, distances or geographic dispersion of participants who seemed “hard-to-locate” or where experiencing access challenges (Berg & Lune, 2014, p. 129).
- (vi) Audio-recording of interviews (also telephonic interviews) provided complete records, easing the burden for note taking and contributed toward a focused discussion.

3.4.1.2.1.3.1.3 Challenges Associated with Semi-Structured Interviews

Several scholars reported challenges associated with the use of semi-structured interviews (Weiss, 1994; Axim & Pearce, 2006; DiCicco-Bloom & Crabtree, 2006; Tong et al., 2007; Novick, 2008; Bryman & Bell, 2011; De Vos et al., 2011; Greeff, 2011; Saunders et al., 2012; Adams et al., 2014; Berg & Lune, 2014; Leedy & Ormrod, 2014; Strydom & Bezuidenhout, 2014; Yin, 2014). These were

summarized and considered by the researcher:

- (i) It is time-consuming and resource intensive.
- (ii) The interviewer should be flexible and skilled in the art of semi-structured interviewing.
- (iii) Biased interviewing can contaminate results.
- (iv) Typical pitfalls experienced when interviewing individuals could for example be interrupting the person or poor questioning skills by the interviewer.
- (v) Transcribing audio-recordings is time-consuming and recording discussions can inhibit participation.
- (vi) No recording of information is allowable without consent.
- (vii) Research biases based on previous experiences with the participants.
- (viii) When interviews become open-ended and unstructured it could become challenging to compare information.
- (ix) Telephonic interviews might reduce the reliability of data, due to lack of observing visual non-verbal behaviours. This required exceptional listening and interviewing skills from the researcher as details can get lost.
- (x) Cultural intelligence is required when interviews are telephonically conducted with different cultural groups (Saunders et al., 2012).
- (xi) Data quality could be compromised when the interview duration is shortened.
- (xii) It could be a challenge to establish rapport telephonically.

The challenges experienced by the researcher in collecting data using semi-structured interviews were summarised in Table 16 on page 83.

Table 16: Challenges Experienced by Researcher: Qualitative Data Collection: Semi-structured Interviews

Data Collection Method	Challenges Experienced
Semi-structured interviews	<ul style="list-style-type: none"> • Organisational demands on participants' time led to several rescheduling of interviews. • Geographical spread of participants (Namibia, RSA, Lesotho, Botswana, Nigeria, and Kenya) necessitated interviews to be conducted telephonically (audio-conferencing). Costs also played a major role in preventing researcher from travelling to the countries. • Technological challenges prevented the use of Skype or video conferencing. • Cultural diversity amongst participant groups. • Extensive travelling required of identified participants.
Source: Author	

3.4.1.2.1.3.2 Focus Groups

3.4.1.2.1.3.2.1 Definition

Focus group discussions were considered similar in nature to an interview but from a group perspective (Bryman & Bell, 2011; Strydom & Bezuidenhout, 2014). The usefulness of conducting such discussions increase understanding of the research topic (De Vos et al. 2011) as more information could be generated by several participants simultaneously discussing the topic (Kritzinger, 1995; Saunders et al., 2012; Strydom & Bezuidenhout, 2014).

A distinguishing feature of focus group discussions is specificity and the homogeneous nature of participants (Saunders et al., 2012; Adams et al., 2014; De Vos et al., 2014). Depending on the topic of the research and the subsequent issues discussed, four to twelve participants per focus group seemed ideal (Tony et al., 2007; Saunders et al., 2012). As in this research study participants who formed part of innovation projects/teams and as representatives of the different participating organisations, the richness of the information revealed interesting insights in the final analysis.

A phenomenological and exploratory approach was followed for the focus groups in this research (Greeff, 2011). The principle of data saturation was also applicable to the focus group discussions and Curry et al. (2009, p. 5) recommended that “...saturation may occur in 4 to 6 focus groups.” Saunders et al. (2012) shared a similar view and add the provision that saturation could only be considered when no new insights or data emerge.

3.4.1.2.1.3.2.2 Benefits

There were fundamental strengths of focus groups that the researcher noted, because participants discussed ideas and shared information to be compared (Greeff, 2011). More benefits were recorded by scholars (Kritzing, 1995; Cooper & Schindler, 2003; Axim & Pearce, 2006; Stewart et al., 2007; Bryman & Bell, 2011; De Vos et al., 2011; Saunders et al., 2012; Adams et al., 2014; Strydom & Bezuidenhout, 2014). These benefits were summarised below:

- Development of deeper knowledge and understanding of the issues at hand, because of more interaction amongst participants.
- Generating and presenting a variety of views as participants felt safer in a group situation than being individually interviewed.
- Time saving, as several participants could be reached with one discussion.
- Researchers could focus as discussions lend itself to be audio-recorded.
- No special facilities are required.
- Participants may come up with different or new information that could stimulate further discussions. This information could then be explored increasing the flexibility.
- It could be stimulating and fun for participants, observers and the researcher/moderator.
- Focus group discussions could also be conducted telephonically.

3.4.1.2.1.3.2.3 Challenges

Focus groups could not be considered as “an easy option. The data generated through focus groups could be as cumbersome as they are complex” (Kitzinger, 1995, p. 302). The researcher observed specific challenges as reported in the

literature for conducting focus group discussions (Bryman & Bell, 2011; Adams et al., 2014; Greeff, 2011; Stewart et al., 2013, Kitzinger, 1995):

- Time requirements (arrangements (planning), transcriptions, complexities).
- Generalisation of results to a wider population could be challenging (Bryman & Bell, 2011).
- Non-attendance or lack of participation could be difficult to predict.
- Problematic or challenging interpersonal dynamics amongst participants.
- Lack of control by researcher and possibly a confidentiality issue when observers are present. As Greeff (2011, p. 363) put it: "... you cannot ensure the confidentiality of sensitive information".
- Not synonymous with quantitative analysis and hypothesis testing.
- Presence of experts (legitimate or self-appointed) could inhibit free flow of information and subsequent discussions.
- Strongly opinionated members may come across as hostile, intimidate others and inhibit group discussions.

Specifically in this research certain challenges were experienced conducting focus group discussions. These challenges were summarised and presented in Table 17 below.

Table 17: Challenges Experienced by Researcher: Qualitative Data Collection: Focus Group Discussions	
Data Collection Method	Challenges Experienced
Focus Group Discussions	<ul style="list-style-type: none"> • Less participants in focus groups attending than those who originally confirmed participation due to time pressures. • Rescheduling of discussions due to organisational demands. • Recent events in one specific participating organisation (restructuring) impacted participants negatively (specifically their morale). • Geographical spread of participants necessitated audio conferencing. • Technological challenges prevented the use of Skype or video conferencing. • Cultural diversity amongst participant groups.
Source: Author	

3.4.1.2.1.4 Data Recording

The semi-structured interviews and focus group discussions were audio-typed and notes taken (Rabionet, 2011). Bezuidenhout and Cronje (2014) recommend that both verbal and non-verbal cues be recorded if applicable to the topic, whilst DiCicco-Bloom and Crabtree (2006, p. 318) recommend that consent forms make specific mention and provision for audio recordings of the conversations. Analogue and digital recording could also be considered, although several problems were reported when transferring data from one format to another (Gibson et al. 2004).

Rabionet (2011) mentioned that audio recording still remains the preferred method. It was also recommended by Kitzinger (1995) that focus group discussions be tape recorded, transcribed and that appropriate note taking also formed part of the data recording process.

3.4.1.2.2 Qualitative Data Analysis Procedures

The data analysis procedures for mixed methods studies as proposed by Creswell and Clark (2011, p. 205-206) (Annexure J) were followed by this study.

3.4.1.2.2.1 Preparing the Data for Analysis

3.4.1.2.2.1.1 Semi-Structured Interviews and Focus Group Discussions

All interview information was recorded and audio recordings were transcribed as per recommendations of Bryman and Bell (2011) as well as Rabionet (2011). A basic “transcription protocol” was followed (McLellan et al., 2003, p. 66). Transcription refers to the typing of all interview and focus group notes in a word processing document (Smit, 2002; Small, 2011). This ensured completeness of information and allowed others to evaluate the information (secondary analysis) (Bryman & Bell, 2011; Small, 2011) (Annexure K). The value of such an analysis is that “...this helps to counter accusations that an analysis might have been influenced by a researcher’s values or biases” Bryman & Bell, (2011, p. 481). Miles et al. (2014) make a similar recommendation.

A family of codes was developed to prepare for interpretation of the analysed data. This was based on previous research and the themes emerged from the results of the pilot study (Swart-Opperman & April, 2015). Miles et al. (2014, p. 71) recommended that "...raw data (scribbled field notes, recordings) must be processed before they are available for analysis".

3.4.1.2.2.1.2 Analysing the Data

The data was analysed from a phenomenological perspective by coding (first cycle, second cycle, developing of categories, sub-themes and themes) to determine appropriate meanings (Leedy & Ormrod, 2014). A manual coding process was followed for both the semi-structured interviews and focus group discussions. Further, data crystallization was provided for by an independent reviewer with Atlas.ti (Annexure T).

The data analysis focused on "... quality and richness of the response" and not on response frequencies (Basit, 2003, p. 15). The usefulness of CAQDAS is not denied nor downplayed as several associated benefits had been reported (Bloomberg & Volpe, 2016; Miles et al., 2014; Hwang, 2008; Creswell & Clark, 2011; Lewins & Silver, 2009; Basit, 2003). The researcher supported the view that irrespective of method, coding remained the responsibility of the researcher (Basit, 2003; Saldaña, 2013).

3.5 The Quantitative Part of the Research

3.5.1 Introduction

It must be emphasised that the quantitative strand of this research was of equal value to the qualitative strand (refer to paragraph 1.1.4) and there were several reasons for such an inclusion.

Firstly, the measurement of the independent variable was of the utmost importance to this study, considering hypothesis testing, confirming relationships and existing

theories. It could also lead to theory building (Morgan, 2014; Leedy & Ormrod, 2014; Bloomberg & Volpe, 2016; Bryman & Bell, 2011; Small, 2011). Secondly, a greater degree of objectivity could be obtained with standardised procedures and processes (Morgan, 2014; Leedy & Ormrod, 2014). Thirdly, quantitative research increased the possibility of repeating research results (Morgan, 2014). Fourthly, the data collection and analysis processes are more quantifiable, increasing a sense of objectivity (Bryman & Bell, 2011).

Specific challenges were noted when including a quantitative strand. Firstly, cognisance could not be taken of participants' views and sense-making of their world (Bryman & Bell, 2011). Secondly, the researcher, as an outsider, administered assessments with no guarantee that participants will understand the questions as intended (Bryman & Bell, 2011). Thirdly, the social space of participants was ignored as quantitative research follows an "objectivist ontology" (Bryman & Bell, 2011). Fourthly, the concern noted by Bryman and Bell (2011, p. 168) that "... an artificial and spacious sense of precision and accuracy" was created with quantitative research was noted.

3.5.2 Descriptions of Assessment Instruments

3.5.2.1 Measurements to Evaluate Individual Emotive Outlook:

3.5.2.1.1 16PF Fifth Edition South African English Version (16PF5)

(i) Background

This assessment of personality, now in its fifth edition, was developed by Raymond Cattell in 1949 (Cattell & Schuerger, 2003). Excellent research backed up the development of this instrument (Cattell & Schuerger, 2003; Cattell, Cattell & Cattell, 2008, p. 7; Cattell & Mead, 2008). The South African English 16PF was developed based on this fifth edition.

(ii) Description of this Instrument

This instrument (185 multi-choice items) provides information on

16 primary scales, 5 global scales and 3 response bias scales (Cattell & Schuerger, 2003, p. 13; Cattell & Mead, 2008, p. 144). The primary scales are bipolar where a left meaning indicates a low score (-), and a right meaning a high score (+) for that behaviour. Each scale is clearly described (Cattell et al., 2006; Cattell & Mead, 2008):

Warmth (A)	Liveliness (F)	Vigilance (L)	Openness to Change (Q1)
Reasoning (B)	Rule Consciousness (G)	Abstractedness (M)	Self-Reliance (Q2)
Emotional Stability (C)	Social Boldness (H)	Privateness (N)	Perfectionism (Q3)
Dominance (E)	Sensitivity (I)	Apprehension (O)	Tension (Q4)

These sixteen traits are based on five global factors (Cattell & Schuerger, 2003; Cattell et al., 2006):

Factor	Left Meaning	Right Meaning
EX Extraversion	Introverted, socially inhibited	Extraverted, socially participating
AX Anxiety	Low anxiety, unperturbed	High anxiety, perturbable
TM Tough-Mindedness	Receptive, open-minded	Tough-minded, resolute
IN Independence	Accommodating, agreeable, selfless	Independent, persuasive, wilful
SC Self-Control	Unrestrained, follows urges	Self-controlled, inhibits urges

(iii) The personality scales are presented in standardized-ten scores (“stems”), ranging from 1 to 20, with a mean of 5.5 and a standard deviation of 2.0 (Cattell & Mead, 2008, p. 144).

(iv) The following reasons are provided as motivation for the inclusion of this assessment in the research:

- (a) High levels of reported validity and reliability, backed up by a comprehensive research history.
- (b) Online access increases ease of administration and scoring.
- (c) Research on entrepreneurs and creativity revealed insightful conclusions (Cattell & Mead, 2008; Cattell et al., 2006; Cattell & Schuerger, 2003).
- (d) Interesting results were obtained with this instrument in the pilot study for this research (Swart-Opperman & April,

2015).

A comprehensive overview is provided by Cattell and Schuerger (2003, p. 192-195) on strengths and weakness of the 16PF Fifth Edition, on the development of the instrument, administration and scoring, reliability, validity and interpretation.

(v) Psychometric properties

(a) Norming

Norms are available for working adults (N = 478) (Cattell et al., 2006, p. 38).

(b) Reliability

Internal consistency reliability

Specifically for the South African adaptations of the 16PF questionnaire, the reliabilities have been described as satisfactory (Cattell et al., 2006). A 95% confidence interval was reported for scoring (Cattell et al., 2006).

Cattell and Schuerger (2003) report internal consistency reliabilities for the primary scales of .76 based on a normative sample of 10 261 individuals.

Test-retest reliability

Cattell and Schuerger (2003) report test-retest reliabilities for the primary and global scales:

	(Median) Primary scales	(Median) Global Scales
2-week interval	.80	.87
2-months interval	.69	.80

(c) Validity

Construct validity

Construct validity studies have been extensively reported for

both primary and global factors (Cattell & Schuerger, 2003; Cattell et al., 2006; Cattell & Mead, 2006).

Factorial validity

This was reported on the primary and global traits for all editions of the 16PF5 (Cattell & Mead, 2009).

Predictive validity

The predictive validity of the 16PF5 was reported for various occupational groups (Cattell, & Mead, 2008; Cattell & Schuerger, 2003).

Criterion validity

South African studies testing for criterion validity were positive (Cattell et al., 2006).

(d) Response bias scales/validity indices

Impression Management Scale (IM)

Indicating overall validity of the instrument, this scale measures the degree of self-deception in terms of social desirability of responses as high/low (Cattell et al., 2006; Cattell & Schuerger, 2003).

Infrequency Scale (IN)

Indicting the overall response profile style, this scale refers to the frequency of the middle 'b' response (Cattell et al., 2006; Cattell & Schuerger, 2003).

Acquiescence Scale (ACQ)

This scale "...measures the tendency to answer 'true' to an item, no matter what its content..." is (Cattell et al., 2006). It also contributes towards the overall validity of the assessment (Cattell et al., 2006; Cattell & Schuerger, 2003).

(e) Gender and ethnicity differences

Gender differences were determined with the independent

samples t-test (based on a sample of N = 2 538) for certain primary order factors (Cattell et al., 2006). Ethnic differences were reported in Cattell et al. (2006).

(f) Relationships with other instruments

Discussions on comparisons and alignments with the NEO-PI-R and the Big Five models of personality are provided by Cattell and Mead (2008).

3.5.2.1.2 Emotional Quotient Inventory 2.0 (EQ-i®2.0)

(i) Background

The EQ-i®2.0 measures individual emotional and social strengths and weaknesses. A growing body of research suggests emotional intelligence as a key determinant for people's professional success (JvR Psychometrics, n.d.). The EQ-i®2.0 is the most updated version currently available (JvR Psychometrics, n.d.).

(ii) Description of the Instrument

The EQ-i®2.0 model consists of five (5) composite scales and fifteen (15) subscales which are considered as EI components (JvR Psychometrics, n.d.). One hundred and thirty three (133) statements are answered with a 5-point Likert response scale (JvR Psychometrics, n.d.). The scales can be described as follows:

Composite Scales

1. Self-Perception
2. Self-Expression
3. Interpersonal
4. Decision-Making
5. Stress Management

Subscales

Self-Regard; Self-Actualisation; Emotional Self-Awareness
 Emotional Expression; Assertiveness; Independence
 Interpersonal Relationships; Empathy; Social Responsibility
 Problem-Solving; Reality Testing; Impulse Control
 Flexibility; Stress Tolerance; Optimism

(iii) The following reasons are provided for motivating the inclusion of this assessment into the research:

- (a) Reported high levels of reliability and validity.

- (b) It can be completed online and therefore increases its usability.
- (c) Reports generated are user-friendly.
- (d) The scales are applicable to this research as confirmed by promising results in the pilot study (Swart-Opperman & April, 2015).

(iv) Psychometric properties

A summary of the psychometric properties is based on the information provided by JvR Psychometrics (n.d.).

(a) Reliability

Internal consistency

The average Cronbach alpha coefficients are reported to be high for all subscales. The total EQ score reported an internal consistency coefficient of .97 (JvR Psychometrics, n.d.).

Retest reliability

JVR Psychometrics (n.d.) reports retest reliability as sufficient for two separate samples (2-4 weeks and 8 weeks intervals).

(b) Validity

Content and face validity

These were reported as sufficient (JvR Psychometrics, n.d.; Stein & Book, 2011).

Predictive validity

This was sufficiently confirmed by Stein and Brook (2011).

3.5.2.1.3 Emotional Outlook Questionnaire

(i) Background

Davidson and Begley (2012) developed a questionnaire “Assessing

your Emotional Style”, published in the book: “The Emotional Life of your Brain.” Permission was obtained to include this questionnaire in this research study. (Permission Letter attached as Annexure G).

(ii) Description of the Instrument

The six (6) dimensions of emotional style are assessed with ten questions each, based on a “True” and “False” answer. A scoring key is provided as well as an Emotional Style diagram. Each of the dimensions are presented on a continuum representing two polarities (Davidson & Begley, 2012).

The dimensions are: Resilience; Outlook; Social Intuition; Self-Awareness; Sensitivity to Context and Attention (Davidson & Begley, 2012). These dimensions are briefly described as follows:

Dimension	Description
1. Resilience	This dimension indicates a person’s capacity to cope with adverse conditions (“Slow to recover” to “Quick to recover”).
2. Outlook	This relates to being optimistic/positive or pessimistic/negative.
3. Social Intuition	This refers to social acumen (specifically non-verbally) which could lend to empathic and compassionate behaviour.
4. Self-Awareness	This dimension relates to the awareness of bodily feelings which relate to specific emotions (aware or opaque).
5. Sensitivity to Context	Being “tuned in” or “tuned out” as regards to social behaviour and suitability of emotions displayed.
6. Attention	This refers to being focused or not and the relation to emotions.

(iii) The following reasons are provided for motivating the inclusion of this assessment:

- (a) At the time of the study this was the only available questionnaire, according to the researcher’s knowledge, that directly tests emotional style as it related to outlook.
- (b) It was made available to the participants in a format to complete online.
- (c) Promising results were obtained with the pilot study (Swart-Opperman & April, 2015), opening up interesting

avenues for future research.

(iv) Psychometric properties

Reliability

No reported data was available.

Validity

No reported data was available.

3.5.1.3 Measurements to Evaluate Individual Emotive Outlook in Groups:

3.5.1.3.1 Assessment instrument: Strengthscope®

(i) Background

The Strengthscope® assessment instrument adheres to provisions of both the European Federation of Psychological Association, the British Psychological Association and the American Psychological Association (Strengthscope® Technical and User Manual, 2011).

(ii) Description of the Instrument

The developers consider this assessment as “revolutionary”. The developers, paid consistent attention over a period of ten years to the refinement of this instrument, are James Brook and Dr Paul Brewerton (Strengths Partnership Ltd) (Strengthscope® Technical and User Manual, 2011).

This Instrument assesses twenty-four (24) strengths, evaluated as per a 5-point Likert scale. There are in total 160 rating scales. The 7 most significant strengths of each individual are reflected (Strengthscope® Technical and User Manual, 2011, p. 10).

This Instrument defines a strength is as “...underlying qualities that energises us, contribute to our personal growth and lead to peak performance”. Strengths must also be contextually appropriate, which implies that if a strength is overused it can be contextually inappropriate (Strengthscope® Technical and User Manual, 2011, p. 5).

The following provides a brief description of the different strengths evaluated by the Strengthscope® as provided by the Strengthscope® Technical and User Manual (2011, p. 6-7).

Cluster	Strength
1. Emotional	Courage; Emotional Control; Enthusiasm; Optimism
2. Relational	Collaboration; Compassion; Developing Others; Empathy; Persuasiveness; Relationship Building; Leading
3. Thinking	Common Sense; Creativity; Critical Thinking; Detail Orientation; Strategic Mindedness
4. Execution	Decisiveness; Flexibility; Initiative; Results Focus; Self-Improvement

- (iii) The following reasons are provided for motivating the inclusion of this assessment into the research:
- (a) Reported high levels of reliability and validity, although life events could impact measurement of strengths directly.
 - (b) This Assessment applies to, amongst others, organisational development interventions. All graphs are reflective of multi-rated feedback.
 - (c) The strengths assessed are based on work-related experiences.
 - (d) It could be completed online which increases its usability.
 - (e) Reports generated are user-friendly.
 - (f) The four (4) main categories of strengths (Emotional, Relational, Thinking and Execution) were applicable to this research (Strengthscope® Technical and User Manual, 2011).
 - (g) Interesting results in the pilot study were obtained (Swart-Opperman & April, 2015).

(iv) Psychometric properties

The psychometric properties could be summarised as follows based on the information provided in the Strengthscope® Technical and User Manual (2011).

Reliability

Median reliability : 0.83

Test-Retest reliability: Over a period of 12 months a coefficient ranges of .65 to .87. The sample is N = 192.

Internal reliability: Mean and median internal reliability across measured strengths are .80 and .81. The sample is N = 393.

ValidityConstruct validity

Based on a sample size of 1 500, factor loadings are ‘clean’ for each strength, which are statistically independent.

Relationships with other instruments

There are empirical relationships between Strengthscope® and other models (MBTI; Multiple Intelligences, Big Five, 16PF) and virtues. Only the relationship with the 16PF is reported here:

Strengthscope®	16PF 5
Emotional Compassion Courage Emotional Control Empathy Resilience Self-confidence	Warmth Emotional stability; dominance; self-reliance Privateness Warmth; sensitivity Emotional stability Emotional stability; dominance; Apprehension (-); self-reliance
Relational Collaboration Developing others Leading Persuasiveness Relationship building	Self-reliance(-ve) - - Emotional stability; dominance Warmth; self-reliance(-ve)
Thinking Common sense Creativity Critical thinking Detail orientation	Rule consciousness Openness to change - Perfection

Strategic mindedness	Abstractedness
Execution Decisiveness Efficiency Flexibility Initiative Results focus Self-improvement	Emotional stability - Openness to change Emotional stability; self-reliance Perfectionism Self-reliance

Norm group

The general norm group is N = 394.

Gender differences

There are significant differences reported between males and females (based on a sample of N = 395). It is also stated specifically that "...the relative differences between males and females are less relevant when using the tool than the differences that present themselves within an individual's profile". (Strengthscope® Technical and User Manual, 2001, p. 26).

Reported differences: correlations between strength and age

Based on this research (N = 384) there seems to be a correlation between age and certain strengths (StrengthScope® Technical and User Manual, 2001, [p. 27-28]). This does not impact this research as several factors could impact this.

3.5.1.3.2 The Team Emotional and Social Intelligence Survey (TESI)

(i) Background

Based on twenty years plus experience, Marcia Hughes, Henry Thompson and James Terrell developed the TESI. The TESI provides the viewpoint of team members on the team. The TESI was specifically researched since 2006 (Hughes, Thompson & Terrell, 2014, p. 2-3).

(ii) The following reasons are provided for motivating the inclusion of this assessment into the research:

- (a) The TESI measures certain constructs important for this research from a team perspective
- (b) It is a contemporary instrument backed up by continuous research regarding teams' emotional and social intelligence (Hughes et al., 2014; Hughes & Terrell, 2007).
- (c) Online completion facilities increased usability.
- (d) Interesting results were obtained in the pilot study conducted for this research (Swart-Opperman & April, 2015).

(iii) Description of the TESI

This instrument entails member rating of one another's behaviour as per a 5-point Likert scale (Hughes et al., 2014). The seven (7) scales that the TESI measured are: team identity; motivation; emotional awareness; communication; stress tolerance; conflict resolution and positive mood (Hughes et al., 2014, p. 4-5). A brief illustration is provided below of the seven (7) TESI scales:

TESI Scale	Descriptive Words/Phrases in a Team Context
Team Identity	Pride; connectedness; belongingness and followership; role and purpose clarity; loyalty
Motivation	Internal resources; energy; promotion of creative thinking; movement towards goal achievement; fuel is significance of teamwork (belief)
Emotional Awareness	Acceptance and valuing; emotional and social information sharing; noticing, responding; attention to feelings; trust
Communication	Listen; participate; share emotional and cognitive information; acknowledgement contributions; provide feedback
Stress Tolerance	Physical well-being; balancing of demands
Conflict Resolution	Constructive, direct, respectful conflict handling
Positive Mood	Positive, can-do attitude; flexibility; resilience

(iv) Psychometric properties

Norms

The norms are based on a sample size of 2 398 team members within the geographical area of the United States, Canada (Hughes et al., 2014).

Descriptive statistics

Interscale correlations

Interscale correlations for all seven (7) scales were reported at a $p < .05$ significance, where the lowest correlation was for Team Identity and Conflict Resolution of .72. The highest correlation of .88 was reported for Team Identity and Positive Mood and Motivation and Positive Mood (Hughes et al. 2014).

Sub-component effects

Gender

No statistical significant gender effects were reported for total TESI scores (Hughes et al., 2014).

Age

Hughes et al., (2014) indicate five (5) age categories: <25; 25-30; 31-40; 41-50 and over >50 years. TESI scores were found to be highest for the <25 and >50 groups. Detailed tables are available in the User's Manual (Hughes et al., 2014).

Generations

Detailed tables are available in the User's Manual for generational (Traditionalists, Baby Boomers, Generation X and Generation Y) differences. Generation X seemed to be an anomaly in terms of scores in comparison with the other groups (Hughes et al., 2014).

Longevity of team

Interesting statistical tables are presented in the User's Manual (Hughes et al., 2014).

Reliability

Internal reliability (Cronbach alpha) of TESI Scales is provided by Hughes et al. (2014):

Internal Reliability (N = 1 342)

Scale	Cronbach Alpha
Full Scale	.98
Team Identity	.86

Motivation	.89
Awareness	.91
Communication	.86
Stress Tolerance	.84
Conflict Resolution	.84
Positive Mood	.89

Test-Retest reliability

Hughes et al. (2014) state that this will only be available in the future.

Validity

Face validity

Overall this is reported to be high (Hughes et al., 2014).

Construct validity

Although a detailed discussion is reflected in the User's Manual, statistical significant ($p < .05$) correlations were reported between TESI scales and the EQ-I total scores and composite scales.

3.5.3 Validity and Reliability

3.5.3.1 Introduction

Validity and reliability are achieved in several ways in quantitative studies. Koonin (2014, p. 254) mentions sample size, sampling strategies and specifically "... reliable research tools."

3.5.3.2 Validity

It was appropriate to consider the importance of validity in the quantitative portion of the study as it could relate to the "... integrity of the conclusions ..." and specifically for those emanating from this study (Bryman & Bell, 2011, p. 790). Several types of validity were applicable, summarised below.

Table 18: Types of Validity and Descriptive Words: Quantitative Research

Type of Validity	Descriptive Words
Internal validity	Methodologies appropriate in answering the research questions (Creswell & Clark, 2011; Koonin, 2014) (independent variable related to differences in dependant variable (Bryman & Bell, 2011, p. 43).

External validity	Generalisation of results (Creswell & Clark, 2011; Koonin, 2014; Bryan & Bell, 2011).
Face validity	Perception of usefulness and applicability of instruments (Bryman & Bell, 2011; Koonin, 2014).
Construct validity (measurement validity)	Choice of measurement theoretically based and supportive of concept being tested (Bryman & Bell, p. 42; Bryman & Bell, 2011, p. 160; Sekaran & Bougie, 2013, p. 223).
Criterion-related validity	Appropriateness of assessments to "... predict future behaviour" (Koonin, 2014, p. 256).
Source: Author	

3.5.2.2.1 Reliability

Reliability referred to the consistency of the research results achieved with measurements over a certain time period (Bryman & Bell, 2011; Creswell & Clark, 2011; Lewis & Thornhill, 2012; Koonin, 2014). The types of reliability applicable to this quantitative strand of the research were described below.

Table 19: Types of Reliability and Descriptive Words: Quantitative Research	
Types of Reliability	Descriptive Words
Test–Retest Reliability (Stability)	Consistency/stability in results with the same sample over a certain time period (Bryman & Bell, 2011, p. 157; Koonin, 2014, p. 255; Sekaran & Bougie, 2013, p. 229)
Internal Reliability (Consistency)	Consistency in measurement of the same construct (Koonin, 2014, p. 255); "... items 'hang' together as a set" Sekaran & Bougie, 2013, p. 229).
Generalisation	Generalisation ability of results; similarity of results when repeated (Koonin, 2014, p. 254).
Source: Author	

There were definite threats to validity and reliability applicable to this study. These were discussed and how this study addressed those identified risks.

Firstly, there was the risk of participant biases, where participants did not necessarily provide true responses on assessment questions (Saunders et al. 2012). That was addressed in this study by participants completing five assessments over a period of time. The assessments were sent separately allowing them to fit it into their schedules. The fact that a battery of assessments was used was considered as limiting participant biases to an extent.

Secondly, generalisation was an identified risk, due to the sample size and sampling strategy (non-probabilistic and specifically judgment sampling). As the research question could not be addressed by participants other than “... on the basis of their expertise in the subject investigated” (Sekaran & Bougie, 2013, p. 254), the researcher acknowledged that generalisation of results to the general population could be challenged. It was however, not the intention of this study to achieve that.

Thirdly, internal reliability and validity (consistency) could pose a risk as different assessment instruments were included in the battery. To ensure that all assessments measured the same construct, a pilot study was conducted with promising results, although the sample size was small. The researcher (although an Industrial Psychologist) attended accreditation training for the EQ; the TESI and StrengthScope® instruments (Annexure M) to enhance correct interpretation of results. The researcher applied thoroughness and rigor in the assessment process as recommended (Saunders et al., 2012) and as required by researcher’s profession.

Fourthly, with regard to construction and criterion-related validity the choice of assessment instruments played an important role. A concern was that a vast array of assessments on personality and emotional intelligence were available to choose from. This concern was addressed by choosing instruments of high quality, with reported validity and reliability information. The questionnaire of Davidson and Begley (2012), reported no validity and reliability data. All instruments were pilot tested to determine applicability in order to answer the research questions.

3.5.2.3 The Quantitative Design

A relevant summary of the quantitative design was provided for by Bloomberg and Volpe (2016, p. 39-40) as well as Bryman and Bell (2011, p. 107):

Table 20: Distinguishing Characteristics of Different Quantitative Designs					
Design	Research Paradigm	Purpose	Focus	Methods of Data Collections	Method of Data Analysis
Ex Post Facto	Objectivism	<ul style="list-style-type: none"> To seek consensus (the norm) 	<ul style="list-style-type: none"> Seeks to test and verify theory Identifies 	<ul style="list-style-type: none"> Uses existing instrumentation Experimentation 	<ul style="list-style-type: none"> Precise numerical indices

		<ul style="list-style-type: none"> • Examine topic in order to quantify results • Investigate relationships and cause-effect phenomena 	variables, makes predictions, seeks evidence to support / disconfirm hypothesis	follows rigid guidelines <ul style="list-style-type: none"> • Instruments yield attitudinal data 	<ul style="list-style-type: none"> • Statistical analysis after all data has been collected. • Analytical process is linear and unidirectional.
Source: Bloomberg & Volpe (2016, p. 39-40) and Bryman & Bell (2011, p. 107)					

3.5.2.3.1 Data Collection Procedures: Quantitative Data

The data collection procedures for mixed methods studies as proposed by Creswell and Clark (2011, p. 173) were followed as described in Annexure G.

3.5.2.3.1.1 Quantitative Sampling

The researcher provided a description of the quantitative sampling procedure and sample characteristics below.

- Sites: Four identified financial services institutions. The institution within Southern Africa was labelled for research purposes as the international sample, and the financial services institutions in Namibia as the national sample.
- Participants for the quantitative part of the study: Individuals within these institutions formed part of the implementation teams for innovation projects, were experienced in change related to innovative projects or knowledgeable on innovation. Note should be taken that the participants for this part of the study did not form part of the qualitative part of the study. All participants were computer literate.
- Non-probabilistic: judgment sampling strategy: The individuals selected were available (Miles et al., 2014) in the sense that they were all employed at the time of this study by the respective institutions. The characteristic required from and represented by this sample (namely experience in being a member of an innovation implementation team) was not necessarily present in the larger population (Miles et al., 2014). Pascoe (2014) referred to the fact that the results for such a strategy were not necessarily generalisable to the larger

population. The number of participants were:

	International Case		National Case	
	Number approached	Number participated	Number approached	Number participated
Successful teams	33	17	23	20
Unsuccessful teams	35	22	22	19
Total	68	39*	45	39
Countries included	9	57.35%	1	86.67%

* Not all participants completed all instruments.

d) Number of participants:

The number of participants identified for the quantitative sample totaled 113, of whom 68 were of the International Case and 45 of the National Case. Each sample were divided into a successful team (referenced to as Group B) and an unsuccessful team (referenced to as Group A).

3.5.2.3.1.2 Obtaining of Permissions

The same procedures were followed as discussed in paragraph 4.1.2.1.2.

3.5.2.3.1.3 Collecting the Information

Five instruments for the emotional outlook measurement were used to collect data for the quantitative part of this study, namely:

Individual Profiles:

- 16PF Questionnaire (16PF®)
- Emotional Quotient Inventory 2.0 (EQ – i®2.0)
- Emotive Outlook Questionnaire (Davidson & Begley, 2012), and

Group Profiles:

- StrengthScope®
- TESI

3.5.2.3.2 Data Analysis Procedure

The data analysis procedures for mixed methods studies as proposed by Creswell and Clark (2011: p. 205, 206) were followed by this study (Annexure J).

3.5.2.3.2.1 Quantitative Data Analysis Procedures

3.5.2.3.2.1.1 Preparing the Data for Analysis

The raw data of the instruments were analysed with relevant statistical computer programs as recommended by Creswell and Clark (2011). The instruments were completed online.

3.5.2.3.2.1.2 Data Analysis

Both descriptive and inferential statistics were appropriate for answering the research questions in this study. It was noted that descriptive statistics were often considered of a lesser value than inferential statistics but that was considered as unfounded (Vogt et al., 2014). It was considered as appropriate based on the sampling strategy of non-probability judgment sampling. The intention was not generalisation “... from a sample to a population ...” (Vogt et al., 2014, p. 207). Of note was the comment by Vogt et al. (2014) that “... in research not employing random assignment or random sampling, the classical approach to inferential statistics is inappropriate” (p. 242). It was further recommended that: “Our compromise, when we think that there will be a demand for inappropriate inferential calculations, is to report them, usually in a footnote, but to avoid emphasizing them.” (Vogt et al., 2014, p. 243). Another consideration for the including of descriptive statistics was the research questions of this study as recommended by Vogt et al. (2014).

Statistical analyses were done with the IBM SP55 Statistics 23, a statistical package specifically for social sciences, and highly applicable to perform appropriate inferential statistical analysis, non-parametric tests, inclusive of the Mann-Whitney U-test (Durrhein, 2013; Lachenicht, 2013). The non-directional t-test was also computed for smaller sample sizes testing for statistical significance. The application of SP55 was conducted by JvR Psychometrics and sent to the researcher for the required analysis.

For the descriptive statistics, the measure of effect size (ES) and specifically Cohen’s *d* were used, with the benchmarks for effects sizes as “small”, “medium” and “large”

(Vogt et al., 2014, p. 208). Effect size as per Cohen's d (1988) (as one of the indices available) indicated practical significance of the quantitative results. A larger value showed a more impactful evidence of the phenomenon under study (Onwuegbuzie & Leech, 2004).

Four psychometric instruments (16PF; EQ²; TESI and StrengthScope®) were administered by JvR Psychometrics. Every participant obtained own log-on details as per the respective systems with credits purchased from the relevant suppliers. The scoring of these four reports was computer generated and the reports, once completed were sent to the researcher for analysis.

The fifth instrument "Emotional Style" of Davidson and Begley (2012) was administered by the researcher. Scoring was done by means of a straightforward answer key provided by Davidson and Begley (2012) (Annexure M₃).

3.6 Delimitations of the Study

The research made specific choices in order to narrow the focus of the study (Enslin, 2014; Bloomberg & Volpe, 2016). These delimitations were reported based on the recommendations of Bloomberg and Volpe (2016).

- Rationale for the study

The study focused on one industry only, namely the financial services industry. Team composition for innovation implementation was the focus, and specifically the emotional outlook profiles of individuals in such teams. The study focused on a single aspect of successful versus unsuccessful team composition (teams were involved in the implementation of innovation projects) namely emotional outlook profiles and comparisons. The intention was not to research other variables which could have impacted this approach, nor specific innovation processes or team development theories. This approach was in no sense denying the contributions of other studies in this regard.

- Research questions

The research questions focused only on emotive outlook profiles and patterns of individuals in teams not considering any other variable related to team composition. The mixed method research question compared the qualitative and quantitative results in terms of emotive outlook profiles and patterns only.

- Method of investigation

The convergent parallel design, collecting and analysing qualitative and quantitative data strands simultaneously, did not allow for more cases to be added or follow up with participants to test theories or descriptions.

- Time period of study

The time period was limited to employees being permanently employed by the respective institutions during June 2015. The time period allocated for data collection for the study was from June 2015 to October 2015. The reason related to the continuous changes in the disciplines being researched. The researcher also posed a very specific time period in order to prevent data from becoming outdated.

- Location of the study

The study was conducted within the borders of Southern African Development Community (SADC) as identified by countries where the International Case had operations and English was the franca lingua. The National Case was confined to Windhoek, Namibia.

- Sampling approach

The sampling strategy narrowed potential participation as participants had to have experience in the phenomena being researched. The sample size was further narrowed by the scope of the study, design and uniqueness of the topic. The focus of the researcher was on quality and not quantity (Starks & Trinidad, 2009).

Chapter 4: Quantitative and Qualitative Data Collection and Analysis:

International Case

4.1 Background

The International Case, a Southern African listed insurance-based financial services company with a footprint in eleven African countries, became one of the largest of its kind in South Africa, due to a merger of two large Insurers in December 2010. Both those Insurers had long, established histories and service offerings with unique cultures.

Core business focusses of the International Case were in long- and short-term insurance, asset management, savings, investment, health care administration and employee benefits. The International Case pronounced itself as focused on a client-centric strategy. The operating model and structure were also designed to focus and support client-centricity in all its focus areas.

The International Case, listed on the JSE at the time of the study, was one of the forty largest companies in Southern Africa. The embedded value at the time of the study was approximated at R39.7 billion with an AAA Fitch rating with existing African operations in Southern Africa, West and East Africa.

4.1.1 Approach towards Innovation

The International Case incorporated, amongst others, excellence, innovation and teamwork as values. A strategic focus area was also growth, which implied requirements for innovative behaviours, focusing strongly on understanding the needs of their customers.

The Chief Executive Officer at the time of the study emphasized the continuous importance of innovation in Africa, as reflected in lateral thinking requirements and increased opportunities opened up by the growth of mobile technology. The

approach towards innovation was both internal (a technology platform) and external (an independent company to leverage on ideas generated internally or externally). Several innovative products and services were visible in the market for risk solutions, property investments and health provision.

4.1.2 Participating Countries: International Case

Two of the EXCO members identified the following countries (in alphabetical order) to participate in this research: Botswana, Ghana, Kenya, Lesotho, Namibia, Nigeria, South Africa, Tanzania and Zambia. The participants from the respective countries were identified by the two EXCO members in consultation with the respective regional Human Resources Divisions, taking into consideration how they could best benefit from participating in this study.

4.2 Successful Teams (B) and Unsuccessful Teams (A): Quantitative Data Collection

4.2.1 Identification of Participants

The respective Regional Human Resources Departments, together with the EXCO Member: People Management identified participants per country for participation. Selection criteria was based on countries innovation track records.

Table 21: Identified Participants: Quantitative Data: International Case		
Country	Number of Participants Group A (Unsuccessful)	Number of Participants Group B (Successful)
1. South Africa	5	5
2. Southern Regional Hub	4	4
3. Botswana	6	6
4. Malawi	5	-
5. Tanzania	5	-
6. Lesotho	5	6
7. Zambia	5	-
8. Nigeria	-	8
9. Namibia	-	5
(68) Total	35	33
Source: Author		

4.2.2 Criteria for being allocated to either Group A (Unsuccessful or Group B (Successful)

4.2.2.1 Definition of Successful Innovation

The definition of successful innovation in the context of this study was the acceptability and usability of the outcome of the innovation process to the end-user, either internally or externally to the organisation (paragraph 1.1.1, page 8). Based on this, the identified individuals formed part of the implementation teams for an innovation project. Alternatively they were experienced in change associated with innovation projects implementation and knowledgeable in the innovation aspect thereof. They were all computer literate, skilled and permanently employed by the Organisation. No criteria was laid down in terms of gender, age, years of service or hierarchical position.

4.2.3 Process of Obtaining Consent

4.2.3.1 Study Information Sheet

All participants were informed through the respective Human Resources Departments by means of a study information sheet, provided by the researcher. The researcher, however, did not have any direct contact with the participants. It was emphasized to the participants that the EXCO supported the study and encouraged participation due to the potential benefits for the organisation. Relevant questions were answered by or filtered to the researcher by the Human Resources Departments.

4.2.4 Response Rate

The response rate per quantitative instrument was as follows, combined for all countries:

Table 22: Response Rate per Questionnaire: Quantitative Data Collection:		
International Case		
Instrument	Group A (Unsuccessful)	Group B (Successful)
• Emotional Style (Davidson & Begley, 2012)	22/35 12/35	17/35 13/33
• 16PF5	19/35	17/33

<ul style="list-style-type: none"> • EQ-i2 • TESI • StrengthScope® 	10/35 18/35	13/33 13/33
Total response (for all five questionnaires)	81/175 (46.3%)	73/165 (44.2%)
Source: Author		

4.2.5 Data Collection Procedure

All instruments were sent to participants to be completed online. Instruments were clear and unambiguous. Active email addresses of the identified participants were obtained through the respective Human Resources Divisions. Four of the instruments (16PF; EQ-i2; StrengthScope® and TESI) were directly administered by JvR Psychometric. The completed reports were then sent to the researcher for analysis. The fifth instrument, “Emotional Style” (Davidson & Begley, 2012) was administered by the researcher. No participant reported being uncomfortable completing the instruments online.

4.3 Assessments: Individual Profiles: Results and Analysis

The detailed results of the statistical analysis for the instruments Emotional Style, 16PF5 and EQ2-1 were presented in Annexure O₁.

4.3.1 Instrument: Emotional Style (Davidson & Begley, 2012)

4.3.1.1 Analysis of Emotional Style Results

- (a) There were no statistical significant differences between Group A (unsuccessful) team members and Group B (successful) team members as per the Emotive Style constructs of Resilience, Outlook, Social Intuition, Self-Awareness, Sensitivity to Context and Attention as described in paragraph 3.5.2.2.1.3.1.1 (c).
- (b) The HO as stated: “Emotive outlook profiles of individuals and emotive outlook patterns in teams have no influence on the successful outcomes of innovation implementation teams” was therefore accepted.

4.3.2 Instrument: The 16PF5

4.3.2.1 Analysis of 16PF5 Results

4.3.2.1.1 Analysis: Primary Factors

(a) Factor B: Reasoning: Abstract versus Concrete

There was a significant difference ($p < 0.01$ as per the parametric T-test and $p < 0.03$ as per the Mann-Whitney U-test), between the successful team members (B) and the unsuccessful team members (A). The effect size for this analysis ($d = 1.12$) was found to exceed Cohen's d (1988) for a very large effect.

The successful team members (B) reflected higher reasoning abilities than the unsuccessful team members (A). Reasons could relate to anxiousness or preoccupation with other issues or competing stimuli in the environment for the unsuccessful team members (A).

(b) Factor F: Liveliness: Lively versus Serious

There was a significant difference ($p < 0.01$ both for the parametric T-test and the Mann-Whitney U-test) between the successful team members (B) and the unsuccessful team members (A). The effect size for this analysis ($d = 1.19$) was found to exceed Cohen's d (1988) for a very large effect.

That implied that the successful team members (B) were quieter and tended to be more cautious. Furthermore they tended to be constrained, meaning being less entertaining. In comparison the less successful team members (A) tended to be more social in their behaviour and attention-seeking. They were often referred to as being lively.

(c) Factor I: Sensitivity: Sensitive versus Utilitarian

There was a significant difference ($p < 0.03$ as per the parametric T-test) between Group B (successful) team members and Group A (unsuccessful) team members. The effect size for this analysis ($d = .94$) was found to exceed Cohen's d (1988) for a very large effect.

This implied that the unsuccessful team members (A) showed more interpersonal sensitivity in terms of being empathetic and being sensitive in their considerations towards others. Judgments were based on personal tastes and aesthetic values – as well as being more considerate in their judgments of other people. These team members showed a certain refinement, whilst focusing on more subjective issues than objective, functional issues.

Group B team members (successful) tended to be more utilitarian, lacking sufficient interpersonal sensitivity. Their preferential focus was the objective.

The null hypothesis (H_0) as stated in paragraph 3.1.1 was rejected, whilst the alternative hypotheses:

H1: Successful implementation teams have specific emotive outlook profiles that differ from those of unsuccessful implementation teams.

H2: The use of emotive outlook profiling could increase the probability and predictability of success for innovation implementation teams.

H3: The appropriate team composition based on emotive outlook has a positive relationship with innovation success.

H4: Emotive outlook has a positive/negative relationship with innovation success.

were accepted for the following:

Factor B: Reasoning: Abstract versus Concrete;

Factor F: Liveliness: Lively versus Serious; and

Factor I: Sensitivity: Sensitive versus Utilitarian.

4.3.3 Instrument: EQ-i2

4.3.3.1 Analysis of EQ-i² Results

(a) Composite Scale: Self-Perception, Subscale Emotional Self-Awareness

The successful team members (Group B) showed a significant higher score (parametric T-test $p < 0.04$ and the non-parametric Mann-Whitney U-test $p < 0.05$) for the subscale of emotional self-awareness. The effect size for this analysis ($d = 0.71$) was found to exceed Cohen's d (1988) to a large effect.

That implied that successful team members (Group B) tended to be more attuned to their own emotions as well as the causes thereof. They seemed to have more understanding of the reciprocal nature of their emotions on their own, as well as other people's thoughts and behaviours. Successful team members (Group B) therefore seemed to be more in tune with some aspects of their inner self.

The unsuccessful team members (Group A) seemed to find it more difficult to identify their emotions. They could therefore come across as being more distant from their own emotions.

(b) Composite scale: Self-Expression, Subscale Independence

The successful team members (Group B) showed a significant higher score (non-parametric Mann-Whitney U-test $p < 0.03$). The effect size for this analysis ($d = \dots$) was found to exceed Cohen's d (1988) to a large effect.

This implied that, in terms of emotional self-expression, the successful team members (Group B) were more inclined to be self-directed, being less or not at

all emotionally independent on other people. Decisions were taken independently, as well as planning and execution of daily tasks. This could then be reflected in more confidence and accountability.

The unsuccessful team members (Group A) seemed to rely more on directives and guidance from others. They were insufficiently confident about their own ideas and decisions. Constant support from others was also required.

The null hypothesis (H0) as stated in paragraph 3.1.1 was rejected, whilst the alternative hypotheses:

H1: Successful implementation teams have specific emotive outlook profiles that differ from those of unsuccessful implementation teams.

H2: The use of emotive outlook profiling could increase the probability and predictability of success for innovation implementation teams.

H3: The appropriate team composition based on emotive outlook has a positive relationship with innovation success.

H4: Emotive outlook has a positive/negative relationship with innovation success, were accepted for the following:

Composite Scale: Self-Perception, Subscale Emotional Self-Awareness;

Composite Scale: Self-Expression, Subscale Independence.

4.4 Assessment: Team Profiles

The detailed results of the statistical analysis for the instruments the TESI and StrengthScope® were presented in Annexure P₁.

4.4.1 Instrument: TESI

4.4.1.1 Analysis of TESI Results

(a) TESI Scale: Communication

The successful team (B) showed a significant higher score (non-parametric Mann-Whitney U-test $p < 0.04$) for the Communication Scale. The effect size for this analysis ($d = 0.82$) was found to exceed Cohen's d (1988) for a large effect.

That implied that the successful team members displayed communication behaviours which increased team effectiveness. These behaviours were typically the manner in which the "...team sends and receives emotional and cognitive information", being interpersonally sensitive in their manner of communication, respectful of others and providing feedback (Hughes, Thompson & Terrell, 2014, p. 4).

The null hypothesis (H_0) as stated in paragraph 3.1.1 was rejected whilst the alternative hypotheses:

H1: Successful implementation teams have specific emotive outlook profiles that differ from those of unsuccessful implementation teams.

H2: The use of emotive outlook profiling could increase the probability and predictability of success for innovation implementation teams.

H3: The appropriate team composition based on emotive outlook has a positive relationship with innovation success.

H4: Emotive outlook has a positive/negative relationship with innovation success,

were accepted for the following:

Scale: Communication.

4.4.2 Instrument: StrengthScope®

4.4.2.1 Analysis of StrengthScope® Results

- (i) The following points (as discussed in StrengthScope® FAQ Document, 2014, p. 6) were taken into consideration in interpreting the scores:
 - (a) Graphs were reflective of the multi-rater feedback.
 - (b) High scores were not indicative of the performance of the team, but rather performance potential of the team.
 - (c) Results were not impacted in any significant way by situational factors, which also indicated that there was stability over time of strengths.
 - (d) The team profiles as indicated reflect how the team members in their totality capitalized on their strengths. It must be taken into consideration that a strength could be overused which gave that strength a negative correlation. It could also be contextualised inappropriate.
 - (e) Strengths were not performance, personality, competence or proficiency, but rather strengths energized group members to feel specifically positive and confident.
 - (f) The team exhibited a strength when more than 40% of the team members reported such a strength as significant to them.

- (ii) **Analysis: Group A (Unsuccessful)**
 - (a) Team A displayed the following strengths: Group of strengths: Emotional: Strength: Self-Confidence (55.6% of group). This implied that this team had a strong sense of efficacy and a belief in their ability to achieve goals and tasks. The performance risk associated with this team strength, could be a false sense of security and sense of achievement whilst team members could be perceived or experienced as over confident. This might lead to tendencies to avoid obtaining others' input, leading to negative consequences such as, for example, lower quality decision-making.

This was an area of concern for the unsuccessful group, as there was a lack of pragmatism and logic (Common Sense) in this group. Especially as they tended to avoid others' inputs on their ideas, their ideas might be viewed as lacking sufficient substance at time.

- (b) Team A also displayed a strength in the Group of Strengths: Execution: Strengths of Flexibility: (50% of group) and being Results Focused: (50% of group). As a strength, this meant that Team A could remain adaptable and flexible when a situation changed quickly. The performance risk for Team A was behavioural changes that were not well thought through. Others may perceive that Team A was unclear as regards their mandate. Team A also had as a strength that they were Results Focused, focusing on completing projects. The performance risk for Team A here was that in chasing execution, details could be missed. Projects were also not necessarily closed sufficiently. What compounded this was a potential weaker area of an apparent lack of enthusiasm. Others might have found it difficult to determine Team A's level of excitement or energy.
- (c) Team A additionally displayed a strength in the Group of Strengths: Thinking: Strength: Creativity (44.4% of group). This implied that Team A could put forward new ideas, and displayed a questioning attitude regarding current approaches. A potential performance risk for Team A in this regard was that they were so much on the lookout for novelty that existing successful methods were overlooked. Successful deliveries of projects could also be impacted negatively. This was compounded by Team A's tendency to, despite being creative and coming up with new ideas, avoid independent action to implement projects. Team A seemed therefore to rely continuously on others for action.

(iii) **Analysis: Group B: (Successful)**

- (a) Team B displayed the following strengths; Group of Strengths: Emotional: Strengths: Resilience: (46.1% of group), Optimism: (46.1% of group) and Emotional Control: (53.8% of group). This implied that this team's emotional team functions were their highest reported strengths. Firstly, Resilience. The strength for Team B in this regard implied that they recovered quickly from disappointments, perceiving challenges as opportunities. There could also be a performance risk associated with resilience as a strength. If Team B used the strength in overdrive/out of context, it became a case of overcoming challenges just for the sake of it. This could extend meetings unnecessarily, letting the team miss low hanging fruits.
- (b) Secondly, Optimism. Team B was characterised by positivity, even in the case of failure, stressful situations and lack of power to influence a situation. The performance risks for Team B in this regard could be unrealistic positivity, overlooking risks and pitfalls, increasing their chances for being unsuccessful.
- (c) Thirdly, Emotional Control. Team B displayed self-control when faced with difficult situations, being self-aware of their own emotional hot buttons. They preferred calmness and focus over unproductive emotional states. The performance risk for Team B was therefore disconnectedness with other team members on an emotional level. It is therefore difficult to gauge their emotions characterized by aloofness. Based on this analysis, Team B's emotional team functions of resilience, optimism and emotional control were definite strengths.
- (d) Team B also displayed strengths in execution team functions, namely Decisiveness and Flexibility (46.1% of group). Firstly, Decisiveness: (46.1% of group). Team B could take quick decisions, even when they had limited information at their disposal, experiencing high levels of

energy when under pressure. The performance risk for Team B could be to rush into decisions, overlooking member's opinions and possible alternatives. Secondly, Flexibility. Team B was flexible and adjusting to the changing requirements of situations. The team seemed comfortable in changing direction, and was also energised by fast passed change. The performance risk for Team B as regard to flexibility in over drive, was that change became an end in itself. These might create perceptions that the team seemed unclear as to the direction they should take.

- (e) Team B also displayed a strength in the thinking team functions, namely Critical Thinking: (53.8% of group). Team B members approached problems systematically, evaluating solutions logically and analytical. They could discover flaws in a solution with their analytical, logical approach. The performance risks for Team B were that they could do "paralysis by analysis". Others could perceive them as over-critical, only focusing on the negative in a proposal. This might inhibit others from participating or bringing forth new ideas.
- (f) Team B also had certain potential weaker areas – these were areas where the team was least energised:

Emotional Team Functions: Enthusiasm

Relational Team Functions: Empathy and Relationship Building

Execution Team Function: Efficiency and Initiative

From an Emotional point of view, the team might come across as apathetic, lacking enthusiasm nor actively lobbying or supporting their champion's ideas. From a Relational point of view, Team B tended to avoid initiating new contacts (networking and socialising to meet others). They preferred others to take such leads. Team B also did not come across as particularly empathic, and was not necessarily energised to see the world as other see it. Others might perceive them as unconcerned and lacking interpersonal sensitivity at times. From an Execution point

of view, efficiency and initiative could be less energising factors for Team B. This implied that project management skills could be lacking (action plans, well-ordered systems, and coordination of tasks). There was also a certain caution to engage in action before being required. Team B might prefer to be asked rather than initiating action.

- (iv) The strengths and potential weaker areas based on the results of the StrengthScope® were summarised as follows for Team A (unsuccessful) and Team B (successful):

Table 23: Strengths and Potential Weaker Areas: Teams A and B: StrengthScope®: International Case		
	Team A (Unsuccessful)	Team B (Successful)
<u>Strengths</u>	Self-confidence Flexibility Results Focus Creativity	Critical thinking Emotional Control Decisiveness Flexibility Optimism Resilience
<u>Potential weaker areas</u>	Common Sense Enthusiasm Initiative	Efficiency Empathy Enthusiasm Initiative Relationship Building
Source: Author		

- (iv) No statistical analysis could be conducted therefore research questions 3 and 4 did not apply. However, there were different strengths reported for Group B (successful) and Group A (unsuccessful). The following research questions (3.1.1) were positively confirmed with the results of the StrengthScope®:

Question 1: What were the emotive outlook patterns of individuals who formed part of successful and unsuccessful implementation teams for innovation projects?

Question 2: Do specific distributions of emotive outlook patterns emerge amongst team members of successful and unsuccessful innovation projects?

4.5 Qualitative Data Collection: Successful Teams (B) and Unsuccessful Teams (A)

4.5.1 Semi-Structured Interviews: Innovation Sponsors/Champions

4.5.1.1 Identification of Innovation Sponsors/Champions

The Innovation Sponsors/Champions of the different Regional Offices were identified by the CEO: International together with the EXCO member responsible for People Management. They also identified the Regional Offices in the different countries to be grouped as being either successful or unsuccessful. Three additional Innovation Sponsors/Champions were identified as the interviews progressed (snowballing). These participants did not belong to either Group A or B.

A summary of the semi-structured interviews participants for the International Case was presented as Annexure P.

4.5.1.2 Data Collection Procedure

The questions for the semi-structured interviews were sent to all participants before the interviews commenced. The interviews actually developed differently for the participants, leading to interesting insights for the researcher. The interview protocol developed (and tested during the pilot study) is attached (Annexure H).

The hierarchical level of the participants was high which required extensive travelling from them, often at short notice. Demands on their time due to organisational priorities took precedence over participating in the research. Hence, the interviews were often rescheduled to accommodate them. This led to three of the South Africa interviews being conducted telephonically. The participants from Kenya, Botswana and Lesotho were also interviewed telephonically. Other means such as Skype was endeavored but due to poor connections and continuous disruptions, the participants and the researcher opted for telephonic interviewing. This was not problematic or preventing good conversations due to the researcher's experience with interviewing and the high level of the participants. The participant from Namibia and one participant from the South Africa were interviewed

face-to-face. All interviews lasted between 45 minutes to 1.5 hours and were audio recorded.

4.5.2 Focus Group Discussions: Successful Teams (B) and Unsuccessful Teams (A)

4.5.2.1 Identification of Participants

The CEO: International together with the EXCO Member responsible for People Management identified the Regional Offices in the different countries to participate in the focus group discussions, as well as which of the identified Regional Offices should be grouped into the successful (Group B) and unsuccessful (Group A) teams.

The EXCO Member responsible for People Management together with the Regional Human Resources Manager in the different countries identified the actual participants. A summary of the participants in the International Case focus group discussions (Successful and Unsuccessful Groups) was presented as Annexure P.

4.5.2.2 Data Collection Procedures

The focus group discussions were conducted as per the developed focus group protocol (Annexure I). It should be emphasized that the developed protocol (which was tested during the pilot study) was a guideline only as each group had different conversations. Demands on participants' time from certain countries, or connection problems, led to several re-scheduling.

The focus group discussions for South Africa and Namibia were conducted face-to-face, whilst the focus group discussions for Kenya, Botswana and Lesotho were conducted via Skype or telephonically. Overall participants expressed high levels of interest and enjoyment upon completion of these discussions. It was mentioned that this was a first discussion they ever had on innovation and emotive outlook, making this a novel experience for all. All focus group discussions were audio recorded and lasted between 1 – 2.5 hours.

4.5.3 Data Analysis: Semi-Structured Interviews and Focus Group Discussions

4.5.3.1 Transcriptions of Semi-Structured Interviews and Focus Group Discussions

Each semi-structured interview and focus group discussion were transcribed verbatim by the researcher based on recommendations of Vogt et al. 2014 (p. 55); Creswell and Clark, 2011 (p. 308); Saldaña, 2013 (p. 28); Harding, 2013 (p. 50) and Berg and Lune, 2014 (p. 89), considered as “... most rigorous ...” (Onwuegbuzie et al., 2009, p. 4).

Several reasons necessitated the personal involvement of the researcher in the transcriptions. Firstly, some of the information shared by the participants was of a confidential nature. Secondly, it was also difficult for the researcher to find another scholar sufficiently knowledgeable in the subject to assist with the transcriptions. Thirdly, it provided an opportunity for the researcher to form an overview once again of all the information gathered. Another reason to be cited applicable to this study’s approach to the researcher doing transcriptions personally was to “... gain a sense of the whole picture.” (In line with the philosophy and methodology of phenomenology (Goulding, 2005, p. 303).

4.5.3.1.1 Process of Data Analysis: Semi-Structured Interviews and Focus Group Discussions: Audit Trail

The different steps followed during the data analysis could be summarised as follows:

Step 1: Preparation of data for analysis

- (i) It was discussed (Refer: Paragraph 4.5.1.3.1) that the researcher prepared the transcripts for both the interviews and the focus group discussions personally. This was considered as a preliminary exploration of the data, paving the way for the subsequent analysis (Creswell & Clark, 2011).
- (ii) The next step in this preparatory process of data analysis was based on recommendations of Bloomberg and Volpe (2016, p. 194); Rabiee (2004, p.

657); Groenewald (2004, p.5) and Schurink, Fouché and de Vos (2011, p. 402). This involved the researcher re-reading all transcripts and additional notes made during the interviews and focus group discussions. These recommendations related to alerting the researcher on possible preliminary emerging insights, as well as (once again) a sense of familiarity of the data, even though transcribing was done by the researcher.

- (iii) Thirdly, the researcher considered that for the subsequent coding development, that the unit of analysis for the semi-structured interviews to be the individuals, whilst the unit of analysis for the focus group discussions also the individual, but actual conversations as well (Recommendation made by Vogt et al, 2014, p. 52).
- (iv) During interviews and focus group discussions and transcriptions, catching phrases of words were written down, and notes were made on possible noteworthy codes. These formed part of the field notes (Annexure S).

Step 2: Identifying initial codes: first cycle/open initial coding

- (i) Scholars made specific recommendation on first cycle or open coding (Miles et al., 2014; Saldaña, 2013; Creswell & Clark, 2011; Harding, 2013; Basit, 2013; Vogt et al., 2011; Schurink, Fouché & de Vos, 2011) that the researcher applied. The coding process started with the researcher manually coding all transcripts line by line (10 semi-structured interviews and 10 focus group discussions).
- (ii) Initial codes were circled, keeping in mind individual experiences, group interactions and discussions, the overall research question as well as the developed questions per the protocols. The researcher specifically kept in mind for this process of coding any possible indications of the emotive outlook constructs. The team experiences of participants during their actual team situations were also a major consideration.
- (iii) These initial codes were stated as either single descriptive words or phrases. (Recommendations in this regard were made by Saldaña, 2013, p. 3; Harding, 2013, p. 83 and Schurink, Fouché & de Vos, 2011, p. 402).
- (iv) Possible codes for consideration were written in the right hand column provided for on each transcribed page. Quotes which could be worthwhile

to be utilised during later analysis, were marked on the transcripts. This was referred to as the memo writing process (Schurink, Fouché & de Vos, 2011, p. 409; Rabiee, 2004, p. 657). This process applied to both the semi-structured interviews and the focus group discussions. The initial number of first cycle codes for the semi-structured interviews were 460. For the focus group discussions, 300 first cycle codes were identified for the unsuccessful focus groups and 206 for the successful focus groups.

- (v) As the researcher approached the qualitative section of the research from a phenomenological perspective, this process was conducted manually, allowing the researcher more control over the data (Saldaña, 2013, p. 261); Creswell & Clark, 2011, p. 308) as you can actually “... live with your data” (Bloomberg & Volpe, 2016, p. 193). Goulding (2003, p. 302) made a similar recommendation.
- (vi) A challenge experienced during the coding process of the focus group discussions, was that the nature of conversations sometimes change direction quite easily. (That was also something Harding, 2013 (p. 153) alerted coders to). The researcher had to then refocus the conversation analysis to the research question.
- (vii) The following table compiled by Rabiee (2004, p. 660) was useful in helping with the interpretation of focus group data:

Table 24: Interpretation of Focus Group Data: Recommendations		
Krueger (1994)	Krueger & Casey (2000)	F Rabiee (2004) Recommendation
1. Words 2. Context 3. Internal consistency 4. Frequency and extensiveness 5. Intensity of comments 6. Specificity of responses 7. Big ideas	1. Frequency 2. Motion 3. Specificity of responses 4. Extensiveness 5. Big picture	1. Words 2. Context 3. Internal consistency 4. Frequency 5. Intensity of comments 6. Specificity of responses 7. Extensiveness 8. Big picture
Source: Rabiee (2004)		

- (viii) The successful and unsuccessful focus groups coding was kept separately. The findings would later be compared to shed more light towards answering the research questions.

Step 3: Axial Coding/Second Cycle Coding

- (i) In this step, the codes were reviewed, and codes of similar meanings were grouped into sub-categories (Harding, 2013; Saldaña, 2013; Miles, Huberman & Saldaña, 2014). This was also based on the recommendation by Schurink, Fouché and de Vos (2011, p. 413) that: “The initial codes have been put back together in new ways.”, whilst the researcher “... look for connections between codes which were not initially obvious” (Harding, 2013, p. 92).
- (ii) The process was done manually so that the researcher felt more in control of the data in this process of “... understand(ing) an experience from the participants’ points of view” (Leedy & Ormrod, 2014, p. 152). The researcher focused on the capturing of meaning – sense-making – through contemplation and integration (Starks & Trinidad, 2007, p. 1374). The researcher also considered this as a process attempt to ensure quality and rigor (Bloomberg & Volpe, 2016, p. 49). The number of sub-categories for the semi-structured interviews was 53 and for both the focus groups 28 for the successful groups and for the unsuccessful groups respectively.

Step 4: Development of categories

- (i) The sub-categories were now grouped into categories (15 for the semi-structured interviews and 11 for the focus groups discussions). A recommendation kept in mind was that of Miles et al. (2014) that a sensible approach be followed as regard to the detail provided.

Step 5: Development of Sub-Themes and Themes

- (i) Due to the amount of categories, sub-themes were developed which were then filtered into themes.
- (ii) The definition of a theme adopted for this process was that of Saldaña (2013): “A theme is an *outcome* of coding, categorization ...” (p. 14).
- (iii) The number of sub-themes and themes for the semi-structured interviews were 11 with 5 themes. For the successful and unsuccessful focus groups 15 sub-themes and 4 themes were developed respectively.
- (iv) The outcomes of the coding process for the semi-structured interviews and the focus groups for both successful and unsuccessful groups were visually be

summarised. This summary is attached as Annexure R₁.

Step 6: Personal Reflection of the Process of Coding

- (i) Personal reflections were considered as part of the audit trail and even shedding light on how the specific outcomes were achieved.
- (ii) Firstly, the researcher was aware of possible coding filters as discussed by Saldaña (2013, p. 7). On reflection the main coding filter of the research was that of phenomenology under the umbrella of pragmatism. Another filter related to the researchers' background and experience in organisational processes.
- (iii) Secondly, the process was interesting and the researcher became so engrossed in the process that started off manually, that it was taken through to the theme development as the storyline could not be interrupted. The data analysis was "... treated more like an art ..." (Schurink, Fouché & de Vos, 2011, p. 399). The researcher was not just intellectually involved, but also emotionally, as encouraged by Schurink, Fouché & de Vos, 2011, p. 422).
- (iv) Thirdly, an issue that the researcher also addressed at the conclusion of the process was whether the data should be recoded electronically. As per the guidance from the researchers' supervisor, it was decided that the process was sufficiently comprehensive. The researcher considered this as a prompt to introduce "creative theming" to add an additional dimension to the process which could lead to future research opportunities. This was presented in the manner in which the total coding process was undertaken.
- (v) A next reflection related to that was that the researcher should be open minded. There seemed to be no "either/or" method in coding and the researcher allowed the coding process to unfold naturally.
- (vi) Upon final reflection, the researcher felt that further crystallization of the coding process could be a value addition. This was done by an external coder with Atlas.ti creating families (Annexure U).

Chapter 5: Quantitative and Qualitative Data Collection and Analysis:

National Case

5.1 Background

The National Case consisted of three companies within the financial services industry in Namibia. These three companies were totally independent from each other. The summaries of the participants for the quantitative and qualitative data collection and analysis were presented as tables within this chapter and not as a separate annexure as for Chapter 4.

5.1.1 Company A

5.1.1.1 Background

Company A was founded in 1982. As a leader in the financial services industry in Namibia, a wide range of financial products and services are offered. It was the only locally owned financial services institution of its kind in Namibia at the time of the study. Company A achieved sustainable, but also outstanding growth, which was attributed to their management, organisational structure, advanced technology and qualified and skilled staff complement. Profitability margins were stable over the past years.

A complete spectrum of banking services was offered: personal, corporate, business, electronic and international banking services to the Namibian public, with an established network of 50 branches and agencies. There is an established network of 50 branches and agencies. Customers accessed more than 234 ATM's. Company A employed 1498 employees.

An investment grade and a national long-term credit rating of AA was accorded to Company A. Company A was listed in 2013 on the NSX, the 13th listing on the NSX. Having a strong social investment focus, a core philosophy was controlled responsible growth. Interestingly during a rebranding exercise in 2003, colours of the

logo were changed to express Company A's passion for success, but also directing the focus to stability and strength. The purpose of this rebranding was to make banking a rewarding experience.

5.1.1.2 Approach towards Innovation

The core values of Company A included teamwork, excellence, learning, passion, integrity and innovation. The vision was to be the preferred service provider within the financial services of its kind. The company recently appointed an Innovation Manager in order to become more focused in its innovation projects.

The importance of innovation was stated clearly by the Chairperson of Company A:

“You are asking me about the relevance of innovation in especially the financial services industry. I think it is critical and of utmost importance to embrace innovation. If I think back over 35 years, the changes that the industry and banking as such has undergone, it is simply immense and massive. I think it speaks for itself. What was valid yesterday, in a years' time will invariably, be a subject matter of change.” (P3NCN)

5.1.2 Company B

5.1.2.1 Background

Company B was established by an Act of Parliament (Act. No. 22 of 1998) due to a lack of reinsurance capacity in Namibia. This led to Namibian insurance companies focusing abroad to buy their reinsurance business, having a negative impact on the Namibian economy. The focus of Company B, a state-owned enterprise and wholly owned by the Namibian Government, was to carry out reinsurance business in Namibia, curbing capital outflow whilst stimulating economic growth. Company B was the only licensed insurer of its kind in Namibia at the time of the study.

The different classes that Company B transacted in were Fire, Marine, Motor, Medical and Personal lines. Company B received a BaL insurance financial strength (IFS) rating from Moody's Investors Service on 29 November 2015.

Financially (based on gross premium income) Company B grew 9.5% (2014-2015) – the latest available financial annual report. Company B was also extensively involved as a responsible corporate citizen in poverty alleviation and other community related projects, whilst continuously embarking upon several initiatives (public and industry related) uplifting its public profile. The training and development of staff were also a key strategic focus area.

5.1.2.2 Approach towards Innovation

Although Company B did not state Innovation per se as a value, it was considered as a major focus area for Company B. The current Managing Director expressed a specific concern in this regard:

“... we were almost stagnating – where the industry is growing at a specific pace, we were not growing at the same pace. So from an innovative perspective we immediately went back to our legislation ...” (P4NCN). “... but in our industry the changes are so fast that if you don’t keep ahead of them you will stay behind: technology and everything that goes with it ...” (P4NCN).

That was then also the reason for expressing an interest on this study. Innovation was related to the value of Professional Service Delivery, which could, amongst others, be achieved with innovation efforts. There was also pressure on Company B to prevent a downgrade as per their current IFS rating. It was felt that an innovative approach could play a key role in this regard.

As Company B was a small organisation (in staff numbers) they agreed to participate in the semi-structured interviewing process, as well as the quantitative data collection parts of the study.

5.1.3 Company C

5.1.3.1 Background

Company C was formally established on 1 July 2000 when a local audit firm formed an association with an internationally renowned audit and advisory firm. However, it was already in operation in Namibia since 1989. This was a relatively small

professional financial services firm at the time of the study, employing 39 staff members. There was a strong focus on training of trainee accountants, and a member of NIPA (Namibia Institute of Professional Accountants).

Company C accessed a global network of over 150 countries, providing a global perspective, but delivering services with a local focus. The link to the international network had no impact on Company C's independence, but allowed access to global standards and expertise. The Namibian office was financially independent from the other firms. It should be taken into consideration that Company C operates in a complex legal environment, regulating all activities.

Exceptional quality and standard of professional service were stated as to be of importance. Because Company C was relatively speaking small, the philosophy around client service was that of a personal approach. Client retention was therefore of the utmost importance.

5.1.3.2 Approach towards Innovation

As an introduction it must be emphasized that being passionate about excellence, the values were reported as passion, teamwork, clarity, quality and integrity. A focus area was technology capabilities, recognizing the complexity and rate of change in the business environment.

Innovation per se was not currently a driver in Company C. System enhancements, methodology adaptations and practices were developed by an international office. The local Managing Partner, being recently appointed, recognized the importance that Company C should become more focused on innovation, and especially in its teams. That was then also the reason for their participation, offering almost the entire staff complement to participate in the study.

5.2 Quantitative Data Collection: Successful Teams (B) and Unsuccessful Teams (A)

5.2.1 Identification of Participants

The participants for this part of the study were identified by the respective institutions as follows:

Company A: Managing Director, Group Talent Manager, Innovation Manager

Company B: Partners and Human Resources Officer

Company C: Managing Director and Human Resources Officer

They also divided the participants in successful (B) or unsuccessful (A) groups. The identified participants per company were:

Table 25: Identified Participants: Quantitative Data: National Case		
Company	Number of participants Group A (Unsuccessful)	Number of participants Group B (Successful)
A	4	4
B	9	10
C	9	9
Total (45)	23	23
Source: Author		

5.2.2 Criteria for being allocated to either Group A (Unsuccessful) or Group B (Successful)

5.2.2.1 Definition of Successful Innovation

The definition of successful innovation in the context of this study was the acceptability and usability of the outcome of the innovation process to the end-user, either internally or externally to the organisation (paragraph 1.1.1). Based on this, the identified individuals identified formed part of the implementation teams for an innovation project. Alternatively they had experience in change associated with innovation projects implementation and were knowledgeable in the innovation aspect thereof. They were all computer literate, skilled and permanently employed by the Organisation. No criteria were laid down in terms of gender, age, and years of service or hierarchical position.

5.2.3 Process of Obtaining Consent

5.2.3.1 Study Information Sheet

All participants were informed through the respective Human Resources Departments by means of a study information sheet, provided by the researcher. The researcher, however, did not have any direct contact with the participants. It was emphasized to the participants that the EXCO supported the study and encouraged participation due to the potential benefits for the organisation. Relevant questions were answered by or filtered to the researcher by the Human Resources Departments.

5.2.3.2 Response Rate

The response rate per quantitative instrument combined for all companies was as follows:

Table 26: Response Rate per Questionnaire: National Case		
Instrument	Group A (Unsuccessful)	Group B (Successful)
• Emotional Style (Davidson & Begley, 2012)	18/22	20/23
• 16PF5	15/22	14/23
• EQ1	19/22	20/23
• TESI	16/22	20/23
• StrengthScope	19/22	14/23
Total response (for all five questionnaires)		
Source: Author		

5.2.4 Data Collection Procedure

All instruments were sent to participants to be completed online. Instruments were clear and unambiguous. Active email addresses of the identified participants were obtained through the respective Human Resources Divisions. Four of the instruments (16PF; EQ-i2; StrengthScope® and TESI) were directly administered by JvR Psychometric. The completed reports were then sent to the researcher for analysis. The fifth instrument, “Emotional Style” (Davidson & Begley, 2012) was administered by the researcher. No participant reported being uncomfortable completing the instruments online.

5.3 Assessments: Individual Profiles: Results and Analysis

5.3.1 Instrument: Emotional Style (Davidson & Begley, 2012)

The detailed results of the statistical analysis for the instruments (Emotional Style, (Davison & Begley, 2012), 16PF5 and EQ-i² were presented in Annexure O₂.

5.3.1.1 Analysis of Emotional Style Results

- (i) There were no statistical significant differences between Group A (unsuccessful) team members and Group B (successful) team members as per the Emotive Style constructs of Resilience, Outlook, Social Intuition, Self-Awareness, Sensitivity to Context and Attention as described in paragraph 3.5.2.2.1.3.1.1.
- (ii) The HO as stated: “Emotive outlook profiles of individuals and emotive outlook patterns in teams have no influence on the successful outcomes of innovation implementation teams” was therefore accepted.

5.3.2 Instrument: The 16PF5

The detailed results of the statistical analysis for the instruments (Emotional Style, (Davison & Begley, 2012), 16PF5 and EQ-i² were presented in Annexure O₂.

5.3.2.1 Analysis of 16PF5 Results

5.3.2.1.1 Analysis: Primary Factors

- (i) The effect size for this analysis was found to exceed Cohen’s *d* (1988) for a very large effect ($d = 1.18$). This result indicated that the unsuccessful team members (Group A) showed more interpersonal sensitivity being emphatic and sensitive in their considerations towards others. Judgments were based on personal tastes and aesthetic values – as well as being more considerate in their judgments of other people. These team members showed a certain refinement, whilst focusing on more subjective issues than objective, functional issues.

Group B team members (successful) tended to be more utilitarian, lacking sufficient interpersonal sensitivity. Their preferential focus was the objective.

The null hypothesis (H0) as stated in paragraph 3.1.1 was rejected, whilst the alternative hypotheses:

H1: Successful implementation teams have specific emotive outlook profiles that differ from those of unsuccessful implementation teams.

H2: The use of emotive outlook profiling could increase the probability and predictability of success for innovation implementation teams.

H3: The appropriate team composition based on emotive outlook has a positive relationship with innovation success.

H4: Emotive outlook has a positive/negative relationship with innovation success were accepted for the following:

Factor I: Sensitivity: Sensitive versus Utilitarian.

5.3.3 Instrument: EQ-i²

The detailed results of the statistical analysis for the instruments (Emotional Style, (Davison & Begley, 2012), 16PF5 and EQ-i² were presented in Annexure O₂.

5.3.3.1 Analysis of the EQ-i² Results

(i) Composite Scale: Self-Perception

The composite scale Self-Perception consists of three subscales (Self-Regard; Self-Actualization and Emotional Self-Awareness). The successful team members (Group B) showed significant higher score (Parametric T-test $p < 0.05$) for the composite scale of Self-Perception. The effect size for this analysis was found to exceed Cohen's d (1988) for a medium effect ($d = 0.65$).

The composite scale of Self-Perception addressed the inner self - self-understanding that enhanced more appropriate self-expression. Self-Perception in the context of this assessment related to the person's feelings of inner strength, and confidence. Persistence was also related to this enhancing goal achievement behaviours.

Group A (unsuccessful team members) being lower on self-perception could lack self-understanding impacting goal achievement behaviours.

(ii) Composite scale: Self-Expression

The composite scale Self-Expression consists of three Subscales: Emotional Expression; Assertiveness and Independence. The successful team members (Group B) showed a significant higher score (Parametric T-test $p < 0.04$) for the composite scale of Self-Expression. The effect size for this analysis was found to exceed Cohen's d (1988) for a medium effect ($d = 0.68$). Self-Expression in the context of this assessment related to the expressed emotions appropriateness whilst being true to the self - being self-directed and emotionally independent from others.

(iii) Composite Scale: Interpersonal: Subscale Interpersonal Relationships

The successful team members (Group B) showed a significant higher score (Parametric T-test $p < 0.03^*$ and the non-parametric Mann-Whitney U-test $p < 0.02^*$) in the subscale Interpersonal Relations. The effect size for this analysis was found to exceed Cohen's d (1988) for a medium to large effect ($d = 0.71$).

Group B (successful group) team members were able to development and also maintain interpersonally relationships where both parties' needs were accommodated satisfactorily. Trust and compassion characterized these relationships.

Group A (unsuccessful group) team members were not as able to engage in satisfactory interpersonal relationships.

5.4 Assessment: Team Profiles: Results and Analysis

5.4.1 Instrument: TESI

The detailed results of the statistical analysis for the instruments TESI and StrengthScope® were presented in Annexure O₂.

5.4.1.1 Analysis of TESI Results

- (i) There were no statistical significant differences between Group A (unsuccessful) team members and Group B (successful) team members as per the TESI results.
- (ii) The HQ as stated: “Emotive outlook profiles of individuals and emotive outlook patterns in teams have no influence on the successful outcomes of innovation implementation teams” was therefore accepted.

5.4.2 Instrument: StrengthScope®

The detailed results of the statistical analysis for the instruments TESI and StrengthScope® were presented in Annexure O₂.

5.4.2.1 Analysis of StrengthScope® Results

- (i) The following points (as discussed in StrengthScope® FAQ Document, 2014, p. 6) were taken into consideration in interpreting the scores:
 - (a) Graphs were reflective of the multi-rated feedback.
 - (b) High scores were not indicative of the performance of the team, but rather performance potential of the team.

- (c) Results were not impacted in any significant way by situational factors, which also indicated that there was stability over time of strengths.
- (d) The team profiles as indicated reflected how team members in their totality capitalized on their strengths. It must be taken into consideration that strengths could be overused which gave that strength a negative correlation. It could also be contextualised inappropriate.
- (e) Strengths were not performance, or personality or competence or proficiency, but rather strengths energize group members to feel specifically positive and confident.
- (f) The team exhibited a strength when more than 40% of the team members reported such a strength as significant to them.

(ii) **Analysis: Group A (Unsuccessful)**

Team A displayed the following strengths: Group of Strengths: Thinking: Strength: Detail-Oriented (63.2% of group). This implied that this team paid attention to detail, striving towards perfection in their delivery on tasks. Personal pride in outcome was important to them, even when they had to perform under pressure. The performance risk associated with this team strength, could be that the team got lost in detail, which impacted deliveries. The receivers/stakeholders of the outcome of this team's output could also become frustrated, as this team might cause delays due to continuous reworking or refining of outputs. Big picture thinking (holistic view of a situation) might also be compromised.

Team A also displayed a strength in the Group of Strengths: Execution: Strength: Self-Improvement: (57.9% of the group). This implies an emphasis on self-development and participation in activities for purpose of development. There is a strong focus on building of knowledge, considering team situations as opportunities to build skills. The performance risk associated with this team strength is an overemphasis on self-development and knowledge as well as skill development, irrespective of the practicality thereof.

Team A additionally displayed a strength in the Group of Strengths: Emotional: Strengths: Emotional Control (47.4% of group) and Self-Confidence (47.4% group). These implied self-awareness of the team members of own emotional states. It also implied that they remain controlled under situations of pressure. They also had a reasonable sense of efficacy, believing in their ability to achieve goals and tasks. The performance risks associated with these strengths could be that these team members were experienced as cool, aloof and dispassionate, whilst coming across as over-confident or arrogant. These might have had detrimental impacts on team dynamics, compromising team output.

Lastly, Team A displayed a strength in the Group of Strengths: Execution: Strength: Results Focus (42.1% of group). This strength indicated a result-orientation amongst team members, getting the task to completion, focusing on achieving the end goal. Time consciousness was reasonable. The performance risk associated with this strength could be rushing to complete projects, compromising on the interpersonal element and frustration with perceived delays which could impact completion.

Team A also had certain potential weaker areas – these were areas where the team was least energised:

Relational Team Functions: Compassion and Leading

Execution team Functions: Decisiveness

Thinking Team Functions: Creativity

From a Relational point of view, this implies that the team members might appear apathetic and non-caring towards the emotions and needs (especially well-being) of others. Team members are also not energized by influencing and leading others, or by being finally responsible and accountable for outcomes. Individuality could be more important than a successful team

output.

From an Execution point of view, decision-making processes are perceived to be poor. Team A seems therefore to be reluctant to take final decisions and the responsibility for such decisions. Lastly, from a Thinking point of view, team members seem to prefer the known, adhering to the status quo, at the expense of new ideas, perspectives or processes (creativity).

(iii) **Analysis: Group B: (Successful)**

Team B displayed four of the five strengths in the Group of Strengths: Emotional: Optimism (66.7% of group), Self-Confidence (47.6% of group), Emotional Control: (42.9% of group) and Resilience (42.9% of group). All these emotional strengths implied that Team B was characterized by positivity (Optimism) even in the face of adversity, not having power to influence the situation. In addition these team members displayed reasonable Self-Confidence, implying a sense of self-efficacy as well as in the team's ability to perform independently (group-efficacy). Interpersonal relationships were positively impacted by members' Emotional Control in the face of difficult situations. They preferred calmness and focus over unproductive emotional states. Linked to optimism, self-confidence and emotional control was the strength of being Resilient. Challenges were experienced as energising, and team members could deal effectively with disappointments/setbacks, recovering quickly from stressful situations.

There were definite performance risks associated with these strengths in the Group of Strengths: Emotional. Firstly, as regards to Optimism, Group B faced the risk of being unrealistically positive, overlooking risks and pitfalls, increasing probabilities for being unsuccessful. Secondly, Emotional Control also posed certain risks. Team B members could become emotionally disconnected from other team members, which impacted team dynamics. Aloofness, due to the emotional control, could also impact interpersonal relationships in the teams. Thirdly, Resilience could pose performance risks

in the sense of focusing on overcoming challenges just for the sake of it, at the expense of shorter term achievements. Lastly, having a sense of being too Self-Confident, might lead to arrogance, not seeking others feedback nor inputs. These could have had a negative impact on team dynamics and outputs.

Team B displayed their fifth strength in the Group of Strengths: Execution Strength: Self-Improvement (47.6% of group). This implied an emphasis on self-development and participation in activities for purposes of development. There was a reasonable focus on building of knowledge, considering team situations as opportunities to build skills. The performance risk associated with this team strength was an overemphasis on self-development, irrespective of the practicality thereof.

Team B also had certain potential weaker areas – these were areas where the team was least energised:

Relational Team Functions: Persuasiveness and Empathy

Thinking Team Function: Common-Sense

From a Relational point of view, Team B did not come across as particularly empathic, and was not necessarily energised to see the world as others saw it. Others might perceive them as unconcerned and lacking interpersonal sensitivity. This weaker area of being persuasive could therefore imply being overly-accommodative of others' views and ideas. They would also not necessarily spend energy or time convincing others about their ideas, avoiding negotiations.

From a Thinking point of view, Team B seemed to be lacking Common-Sense at times, being illogical and lacking pragmatism. The team might tended to avoid taking time evaluating decisions and thus taking multi perspectives into account.

- (iv) The strengths and potential weaker areas based on the results of the StrengthScope® were summarised as follows for Team A (unsuccessful) and Team B (successful):

Table 27: Strengths and Potential Weaker Areas: Teams A and B: StrengthScope®: National Case		
	Team A (Unsuccessful)	Team B (Successful)
<u>Strengths</u>	Self-confidence Detail Orientation Emotional Control Self-Improvement Results Focus	Self-Confidence Resilience Optimism Emotional Control Self-Improvement
<u>Potential weaker areas</u>	Compassion Leading Decisiveness Creativity	Persuasiveness Empathy Common Sense
Source: Author		

- (v) No statistical analysis could be done therefore research questions 3 and 4 namely did not apply. However, there were different strengths reported between Group B (successful) and Group A (unsuccessful). The following research questions (3.1.1) were confirmed with the results of the StrengthScope®:

Question 1: What were the emotive outlook patterns of individuals who formed part of successful and unsuccessful implementation teams for innovation projects?

Question 2: Do specific distributions of emotive outlook patterns emerge amongst team members of successful and unsuccessful innovation projects?

5.5 Qualitative Data Collection: Successful Teams (B) and Unsuccessful Teams (A)

5.5.1 Semi-Structured Interviews: Innovation Sponsors/Champions

5.5.1.1 Identification of Innovation Sponsors/Champions

The Innovation Sponsors/Champions for Company A were identified by the Managing Director. In Company A, it so happened that the participants referred one

another, also because of their interest in the research topic. An overview of participants for Company A are:

Table 28: Innovation Sponsors/Champions for Company A: National Case					
Country	Positions of Innovation Sponsor/Champion	Duration of Discussion	No Differentiation Group A/B	Sex	Mode
Namibia	Chairman and Founder	55 minutes	---	M	Face-to-Face
	Vice-Chairman	1 hour	---	M	Face-to-Face
	Managing Director	50 minutes	---	M	Face-to-Face
	Retired Executive	1 hour 10 minutes	---	F	Face-to-Face
	Executive Director	1 hour	---	M	Face-to-Face
	Innovation Manager	50 minutes	---	M	Face-to-Face
N=6 Source: Author					

For Company B, there was only one Innovation Sponsor or Champion identified due to the size of the organisation. An overview of the participant profile for Company B is:

Table 29: Innovation Sponsor/Champion for Company B: National Case					
Country	Positions of Innovation Sponsor/Champion	Duration of Discussion	No Differentiation Group A/B	Sex	Mode
Namibia	Managing Director	1 hour 15 minutes	---	F	Face-to-Face
N=1 Source: Author					

For Company C, the participants for the interviews were identified by the partnership. Their participant profile was reflected as:

Table 30: Innovation Sponsor/Champion for Company C: National Case					
Country	Positions of Innovation Sponsor/Champion	Duration of Discussion	No Differentiation Group A/B	Sex	Mode
Namibia	Managing Partner	1 hour	---	M	Face-to-Face
	Partner	47 minutes	---	M	Face-to-Face
	Associate Director	45 minutes	---	F	Face-to-Face
N=3 Source: Author					

5.5.1.2 Data Collection Procedures

The questions for the semi-structured interviews were sent to all the participants

(Companies A, B, and C) before the interviews commenced. The interviews actually developed differently for the participants, leading to interesting insights for the researcher. The interview protocol developed (and tested during the pilot study) is attached (Annexure H).

All interviews were conducted face-to-face and lasted between 45 minutes to 1.15 hours. Interviews were recorded.

5.5.2 Focus Group Discussions: Successful Teams (B) and Unsuccessful Teams (A)

5.5.2.1 Identification of Participants

In Company A the participants were identified by the Managing Director, Innovation Manager and Group Talent Manager. It was decided by them who should form part of the successful groups (B) and the unsuccessful groups (A).

The participants' profile for the focus group discussions in Company A can be reflected as follows:

Table 31: Participants: Group A (Unsuccessful) and Group B (Successful): Focus Group Discussions: National Case						
Country	Position of Participants	Duration of Discussion	Group A (Unsuccessful)	Group B (Successful)	Sex	Mode
Namibia	Chief Financial Officer Executive Officer: Retail Banking Group Company Secretary Operations Manager Branch Manager	1hr 5 min	√		M M M	Face-to-Face
	Associate Legal Advisor Head: Attrition	1hr 15 min	√		M M F M	
	Chief Executive: Marketing & Communication Chief Information Officer Chief Customer Officer Treasurer	1hr 15 min		√	F M M F	Face-to-Face
	Group Talent Manager Business Partner: HR Head of Customer Service Experience	1hr 20 min		√	F F M	Face-to-Face

	Head: Organisational Development				M	
N=15 Source: Author						

Due to the size of Company B, no participants could be nominated for participation in the focus group discussions.

In Company C, the Associate Director and the Human Resources Officer identified the participants and divided them into the successful (B) and unsuccessful (A) groups. The participants' profile for the focus group discussions in Company C is described below:

Table 32: Participants: Group A (Unsuccessful) and Group B (Successful): Focus Group Discussions: National Case						
Country	Position of Participants	Duration of Discussion	Group A (Unsuccessful)	Group B (Successful)	Sex	Mode
Namibia	Audit Manager	1hr 10 min		√	F	Face-to-Face
	Junior Accountant				F	
	Senior Accountant				F	
	Audit Senior				M	
	Tax Manager				M	
	Finance Manager				F	
	Accounting Clerk				M	
	Driver				M	
	Audit Clerk	1hr 15 min	√		M	Face-to-Face
					M	
					F	
					F	
	Cleaner				F	
					F	
N=15 Source: Author						

5.5.2.2 Data Collection Procedures

The focus group discussions were conducted as per the developed focus group protocol (Annexure I). Although the protocol was tested (during the pilot study), groups had different conversations. Flexibility was exercised by the researcher, using the protocols as a procedure only. Overall participants expressed high levels of interest and enjoyment upon completion of these discussions. The novelty of the experience to have a conversation on innovation and emotive outlook was also

expressed. All focused groups were conducted face-to-face, lasted between 1-1.5 hours, and were audio recorded.

5.5.3 Data Analysis: Semi-Structured Interviews and Focus Group Discussions

5.5.3.1 Transcriptions of Semi-Structured Interviews and Focus Group Discussions

The same process was followed as per paragraph 4.5.3.1. It must be mentioned that as the National Case was completed after the International Case, the researcher had more confidence and the process went quicker in the sense that the researcher became used to listening to audio recordings and transcribing them.

5.5.3.1.1 Process of Data Analysis: Semi-Structured Interviews and Focus Group Discussions: Audit Trail

The same process as described for the International Case (Refer: Paragraph 4.5.3.1.1): Steps 1-5, was followed for the National Case. It must be mentioned that the analysis completed for the International Case, made it easier to identify the codes, sub-categories, categories, sub-themes and themes for the National Case. The researcher also looked for similarities and differences to add additional insights. The National Case was coded after the International Case, so that “first experience” and the subsequent coding process could also be considered as a filter as it had an influence on the coding of the National Case. The researcher already had a list of codes emanating from the International Case.

The number of first cycle codes identified for the semi-structured interviews (innovation sponsors/champions) (all companies combined) was 365. The sub-categories and categories for the semi-structured interviews were 42 and 8 respectively. There were 6 primary categories and 11 secondary categories. The number of first cycle codes for the unsuccessful focus groups was 167 and for the successful focus groups 256. The number of sub-categories for the unsuccessful focus groups were 33 and for the successful focus groups 33. For the unsuccessful

focus groups there were 10 categories and for the successful group 10 categories. The successful groups' sub-themes reflected the same as for the unsuccessful groups, namely 15. The subsequent themes for both groups were 4 which were the same.

Step 5: The outcomes of the coding process was visually summarised and presented as Annexure Q₂.

As regards to Step 6, Personal Reflection of the Process of Coding, certain comments can be made. The most significant aspect is that the coding process went more smoothly as during the International Case coding process as coding process was approached with a predetermined coding frame. Further crystallization of the coding process was done by an external coder with Atlas.ti, creating families (Annexure T).

Chapter 6: Discussion of Results:

International and National Cases

6.1 Introduction

6.1.1 Purpose of Study and Chapter Organisation

The purpose of this research was to investigate and explore whether members of implementation teams for innovation projects had specific emotive outlook profiles and whether there were specific emotive outlook patterns in such teams. This was achieved by comparing successful and unsuccessful teams. The successful teams were referred to as Groups B whilst the unsuccessful teams were referred to as Groups A.

To answer the purpose statement, the following research questions were posed:

Question 1: What were the emotive outlook patterns of individuals who formed part of successful and unsuccessful implementation teams for innovation projects?

Question 2: Do specific distributions of emotive outlook patterns emerge amongst team members of successful and unsuccessful innovation projects?

Question 3: Is there a statistical significant difference in the patterns of emotive outlook between individuals in successful and unsuccessful implementation teams as regard to innovations projects?

Question 4: Is there a statistical significant difference in the patterns of emotive outlook amongst team members of successful and unsuccessful innovations projects?

The hypotheses formulated based on the literature review were:

H0: Emotive outlook profiles of individuals and emotive outlook patterns in teams have no influence on the successful outcomes of innovative implementation teams.

- H1: Successful implementation teams have specific emotive outlook profiles that differ from those of unsuccessful implementation teams.
- H2: The use of emotive outlook profiling could increase the probability and predictability of success for innovation implementation teams.
- H3: The appropriate team composition based on emotive outlook has a positive relationship with innovation success.
- H4: Emotive outlook has a positive/negative relationship with innovation success.

In the remainder of the chapter the results are discussed, firstly for the quantitative strand for both the International and the National Cases. The results of the assessment results are discussed for the individual profiles, based on the following assessments: Emotional Style (Davidson & Begley, 2012), the 16PF5 and the EQ-i² as well as for group profiles as assessed with the TESI and the StrengthScope®. In the summaries of the discussions, results are linked back to the research questions.

The second discussion deals with the findings for the qualitative strand for both the International and the National Cases. The findings of the semi-structured interviews with the Innovation Sponsors/Champions are discussed, followed by the findings of the focus group discussions. In the summary of the discussions, the results are linked to the research questions.

6.2 Discussion of the Quantitative Results

6.2.1 Quantitative Results: International Case

6.2.1.1 Discussion of the Assessment Results for Individual Profile Descriptors

6.2.1.1.1 Assessment: Emotional Style (Davidson & Begley, 2012) Results

This assessment indicated no differentiation between any of profile descriptors in terms of emotive outlook between successful and unsuccessful groups.

6.2.1.1.2 Assessment: 16PF5 Results

The innovation process was described as being earmarked by fragmentation and ambiguity (Garud et al, 2015, p. 346), and therefore it was postulated that members of successful teams must have certain cognitive abilities.

The successful team members scored higher (the Cohen effect size was very large) on the primary factor of Reasoning, implying higher abstract reasoning abilities, more adeptness in problem-solving, grasping abstract relationships between constructs better (Cattell & Schuerger, 2003, p. 48).

The successful team members were able to pay more attention (concentration) to the task at hand. As these teams were responsible for the implementation of innovation projects, the ability to solve problems well (as reflected in higher abstract reasoning abilities) was important. These behaviours of the successful team members would impact group processes as described by Cilliers & Werner (2014) and specifically group problem-solving and decision-making behaviours that impact group outcomes.

When the unsuccessful team members were compared with the successful team members, problem-solving adeptness was lower as they preferred less abstract problems to solve.

Based on these results, Abstract Reasoning (Problem-Solving Adeptness) is considered as a competency for a successful team member's profile description. As measured with the 16PF, abstract reasoning was not measured from an emotional outlook point of view. Abstract Reasoning as measured with the 16PF was considered to be incorporated in what Archibald, DiFilippo, DiFilippo and Archibald (2013, p. 3) referred to as "cognitive readiness" of successful implementation teams. Cognitive readiness has been defined as a holistic cognitive ability. For that reason it can be considered to link Abstract Reasoning with the emotive outlook construct of Attention as well as to the ability to focus.

The second difference reporting a Cohen effect size of very large, was the primary scale of Liveliness. The successful team members tended to be more serious and cautious, thinking more before responding to a situation (lower in impulsive tendencies). Successful team members were inclined to take more informed decisions, following a methodological approach and concentrate more (Cattell & Schuerger, 2003, p. 70-71).

In contrast, the unsuccessful team members were livelier, enthusiastic, energetic, seeking excitement and exhibiting high levels of optimism. Attention was rather paid to interesting information, whilst they were finding it tedious to pay attention to routine or rigor.

This result supported the emotive outlook construct of Attention and ability to focus. Although the 16PF tests personality traits, Liveliness, seemed to have a direct bearing on the person's ability to focus and pay attention.

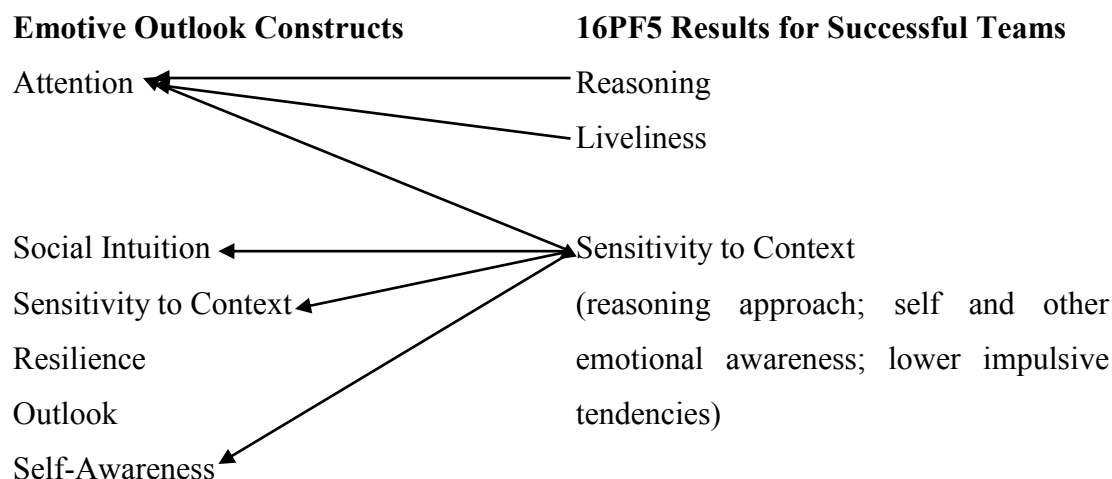
The third difference reflected in the primary scale of Sensitivity, reflecting a Cohen's effect size of very large. The successful team members displayed greater emotional sensitivity, striving to achieve objectives through a reasoning approach, rather than by force. It indicated that the successful team members had "...a profound awareness of (one's) own feelings and those of others" (Cattell & Schuerger, 2003, p. 87).

The unsuccessful team members (measuring lower on Sensitivity) tended to be tougher and unemotional, approaching situations from a logical factual point of view, rather than paying attention to either their own or others' emotions.

Based on this result, the successful team members tended to be socially more adept. Social intuition seemed higher as they attended more to the non-verbal behaviours (indicative of others' emotions) of others whilst recognizing their own emotions. This was linked to the emotive outlook constructs of Self-Awareness, Social

Intuition as well as Sensitivity to Context. The tendency to be less impulsive could contribute to increased focus and thus the emotive outlook of Attention was reinforced.

The 16PF results affirmed emotive outlook constructs. This is illustrated as:



6.2.1.1.3 Assessment: EQ-i² Results

The differences between the successful and unsuccessful team members were reported on the Composite Scale: Self Perception, Subscale Emotional Self-Awareness. The emotional self-awareness of the successful team members was higher (Cohen effect size was large). This is interesting as Stein and Brook (2011, p. 55) indicated that emotional self-awareness can be considered as the overall building block for emotional intelligence. The successful team members understood their own emotions as well as the reasons for such emotions more. Stein and Brook (2011, p. 55) pointed out that when people show higher levels of emotional self-awareness, their self-control is improved, and destructive behavioral tendencies decline. Emotional self-awareness also impacts job performance (Cohen, 2001, p. 33). The successful team members displayed more self-control, improved interpersonal relationships and increased goal-oriented behaviours.

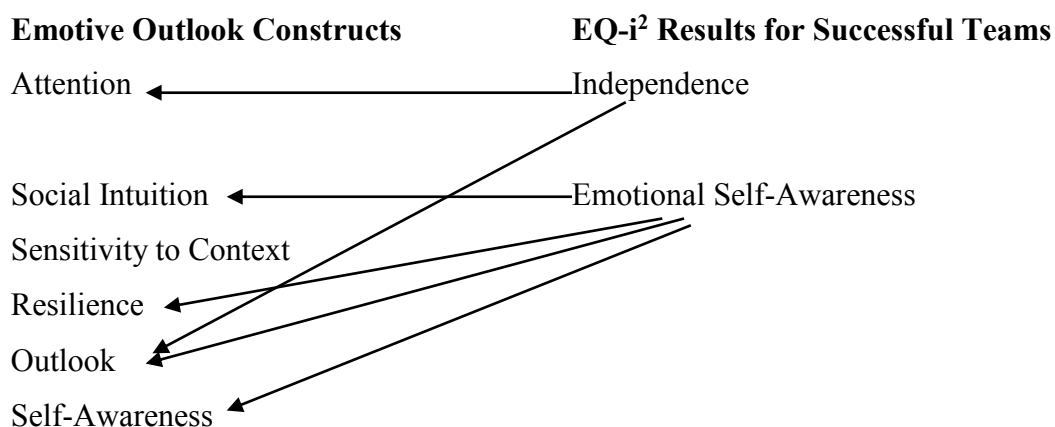
In contrast, the unsuccessful team members measured lower on their ability to judge own and others' emotions, impacting interpersonal relationships negatively (Stein & Brook, 2011, p. 56).

Based on this result emotional self-awareness, is a competency of successful team member's profile description. When paired to emotive outlook constructs, emotional self-awareness linked into Self-Awareness, Social Intuition and Sensitivity to Context due to the high level of awareness of own and other people's emotions. High emotional self-awareness can lead to improved self-control. Successful team members understood their emotions as well as emotional responses better, leading to a quicker recovery from setbacks, thus pairing with the emotive outlook construct of Resilience.

Secondly, the Composite Scale: Self-Expression, Subscale Independence, seemed to be higher (Cohen effect size moderate) for successful team members. The successful team members tended to be emotionally less dependent on others. Subsequently decisions taking and task completion tended to be done more independently. This is also indicative of higher levels of self-confidence (Stein & Brook, 2011). The successful team members were more calculated in their risk-taking, and although action-oriented, also more proactive (Weyers, 2011).

The unsuccessful team members tended to be in need of continuous support from others, regarding ideas and decisions, but lacking self-confidence. Weyers (2011) also indicated that people low on independence, lack assertiveness. Intrinsic motivation could then be compromised. The unsuccessful team members' level of dependence seemed to impact task achievement adversely.

The following affirmations were made between the emotive outlook results and the results of the EQ-i²:



6.2.2 Discussion of the Assessment Results for Group Profiles

6.2.2.1 Assessment: TESI Results

The successful team displayed higher levels of Communication behaviours (Cohen effect size large). Work results could improve because of that, as members engaged both in emotional and cognitive listening tending to be lower on defensiveness when discussing sensitive issues. Feedback provided to one another seemed to be on a more regular basis (Hughes et al., 2014, p. 4). It was confirmed in a quantitative meta-analysis study by Hülshager, Anderson and Salgado (2009) that communication related to team-level success in organisations. It was discussed in their research that especially communication with external networks were crucial for innovation success. This skill compared with the emotive outlook constructs of Social Intuition and Sensitivity to Context.

The visual depiction of the TESI results (Paragraph 4.4.1.2) indicated a difference between the successful and unsuccessful teams as regard to the teams' emotional and social constructs as assessed with this instrument. Due to the fact that no statistical differences were reflected, appropriate discussions could not be conducted and the small sample sizes should be taken into consideration.

6.2.2.2 Assessment: StrengthScope® Results

This assessment reported strengths and identified risk areas for groups/teams in four major areas: Emotional (emotion management); Relational (establishing and

maintaining interpersonal relationships); Thinking (preference application areas of abilities) and Execution (results delivery).

It was interesting to note that the successful group seemed to have more emotional strengths in comparison with the other strengths mentioned. The specific emotional strengths were Emotional Control, Optimism and Resilience. It could therefore be expected that these strengths contributed towards achieving tasks outputs effectively and efficiently. The members in the successful group seemed not to get stuck in unproductive emotional states when under pressure, remaining focused on the goal. As they tended to remain positive and optimistic irrespective of circumstances and challenges, they tended to be more resilient, not giving up in the face of adversity.

Contributing to the team's success was Critical Thinking (in the Thinking area) in the problem-solving approach that seemed more logic, analytical and also objective.

Another area of strength where successful team members preferred to spend their energy, was in Execution, and the specific strengths were Decisiveness and Flexibility.

The emotional strengths of the unsuccessful team related to Emotional: Self-Confidence; Execution: Flexibility, being Results Focused and in Thinking: Creativity.

6.2.3 Quantitative Results: National Case

6.2.3.1 Discussion of the Assessment Results for the Individual Profile Descriptors

6.2.3.1.1 Assessment: Emotional Style (Davidson & Begley, 2012)

This assessment did not differentiate on any emotional style descriptor between successful and unsuccessful groups.

6.2.3.1.2 Assessment: 16PF5 Results

It was interesting to note a negative correlation between Sensitivity and the successful team members' assessments. The Cohen effect was very large. The successful team members tended to experience the world more from an objective than emotional lens. The focus of the successful team members seemed to be on "logic", "reason", "functional aspects", "technical matters" and "logical decision-making" (Cattell & Schuerger, 2003, p. 89). It is also referred to by Cattell and Schuerger (2003) that such people coped well under stressful situations, such as emergencies, due to their more unemotional approach.

The concern of being lower on Sensitivity could be ascribed to a lack of inter-personality sensitivity amongst successful group members (Cattell & Schuerger, 2003).

The unsuccessful team members tended to be more emotionally sensitive as to their own and others' emotions. Empathic tendencies were also high (Cattell & Schuerger, 2003). This orientation of unsuccessful members is described by Cattell & Schuerger (2003) as to "... evaluate the world and make decisions based on emotional reactions, subjective intuition, personal taste, and aesthetics" (p. 87, 88).

It was important not to consider Sensitivity in isolation as it must be seen in context with the other findings. It is mentioned by Stanley and Burrows (2001) that a person's emotional state "... may also disrupt, by distracting the individual from the task at hand" (p. 9). This could also be a reason why unsuccessful team members did not achieve their goals.

6.2.3.1.3 Assessment: EQ-i² Results

The first difference between the successful and unsuccessful team members was on the Composite Scale: Self-Perception, showing a medium Cohen effect size. The subscales of self-regard, self-actualization and emotional self-awareness did not indicate any effect sizes. This was ascribed to the observation that Self-Perception

as a composite scale measures aspects of the inner self (MHS, 2011, p. 27).

If the self-perceptions of the successful team members revealed higher scores than those of the unsuccessful team members, it must be considered whether it leads to higher feelings of self-efficacy, influencing group processes such as group-efficacy, problem-solving, decision-making as well as group dynamics (Cilliers & Werner, 2014; Berg, 2014).

There was to be a positive relationship between Self-Perception and team success, which impact emotional functioning as this Composite Scale relates to intrapersonal skills. This then improve interpersonal relationships and group effectiveness as such members are also more receptive to feedback from others (Prins, 2011).

Prins (2011) also refers to findings indicating that increased self-awareness improve effective decision-making (p. 96). A similar statement is made in the MHS (2011) and the reason for the improved decision-making is linked to enhanced communication (p. 25).

The second difference between the successful and unsuccessful team members was on the Composite Scale: Self-Expression, showing a medium Cohen effect size. The subscales were Emotional Expression, Assertiveness and Independence.

Self-Expression as a Composite Scale measures: "... outward expression or the action component of one's internal perception" (MHS, 2011, p. 32). Self-expression can influence group processes (as described by Cilliers & Werner, 2014) directly. Specific group processes are communication, decision-making and problem-solving processes. Self-expression, although according to Prins (2011) relates more to intrapersonal skills and links to the ability to communicate openly, honestly and directly about a person's thoughts and feelings. This then leads to "... healthy relationships and interactions built on trust" (MHS, 2011, p. 68).

The third difference between the successful and unsuccessful team members was on the Composite Scale: Interpersonal, Subscale Interpersonal Relationships, showing a medium to large Cohen effect size. This implied a positive relationship between Interpersonal Relationships and team success.

Interesting research by Peeters et al. (2006) using meta-analytical procedures to determine the relationship between personality and team analysis, indicates that the so-called “Big-Five Personality Traits”, “agreeableness” was found to correlate positively with success in teams (p. 392). Agreeableness according to the assessment instrument used referred to “... the extent to which a person is social and talkative.” The finding of the EQ-i² result on Interpersonal Relationship indicated that the higher a person scored on Interpersonal Relationships, the more agreeable they became.

6.2.3.1.4 Assessment: StrengthScope® Results

This assessment reported strengths and identified risk areas for groups/teams in four major areas: Emotional (emotion management); Relational (establishing and maintaining interpersonal relationships); Thinking (preference application areas of abilities) and Execution (results delivery).

It was also of note that most of the strengths reported in the National Case by the successful group were in the area of Emotional, and specifically Emotional Control, Optimism, Resilience and Self-Confidence. It can be expected that these strengths contributed towards task efficiencies.

The members of the successful group did not get stuck in unproductive emotional states when under pressure, but remained focused on their goal. As they tend to remain positive and optimistic irrespective of circumstances and challenges, they were more resilient, not giving up in the face of adversity. Feelings of confidence seemed to be higher, acting as an energy drive supporting goal achievement.

In an article by Archibald, et al. (2013) reference was made to “team resilience or the ability to adapt quickly to adverse conditions as a team” (p. 20). The team support emphasized by these scholars is that team members tend to compensate for the weaknesses of others. The results of the Strengthscope® Assessment confirmed that “team resilience” seemed to be a strength of successful innovation implementation teams. The reference to Team Resilience also contributed towards the dynamics in the team. Archibald et al. (2013) research that team members tend to compensating for each other’s’ weaknesses, could not be confirmed by this research.

The successful members had a strong sense of efficacy and a belief in their ability to achieve goals and tasks. This implied that successful groups tended to have a higher sense of group-efficacy.

6.3 Qualitative Findings: International Case

6.3.1 Discussion of Findings: International Case: Innovation Sponsors/ Champions

6.3.1.1 Introduction

The Innovation Sponsors formed an important resource to provide an insight into the profiles of members who formed part of innovation implementation teams. The definition of an Innovation Sponsor/Champion also shed further light: “... a high level manager, who can command power and resources to push an innovation idea into good currency and thus procures and advocates for the innovation” (Garud et al., 2015, p. 342). The discussion of the findings centered on the following research questions:

Question 1: What were the emotive outlook patterns of individuals who formed part of successful and unsuccessful implementation teams for innovation projects?

Question 2: Do specific distributions of emotive outlook patterns emerge amongst team members of successful and unsuccessful innovation projects?

This discussion was firstly contextualized by sharing their views on their roles. The perceived role of the Innovation Sponsors/Champions, based on the different Innovation Sponsors/Champions experiences were summarized as having the following characteristics:

Cluster	Characteristics	Participant
Role Description	Coordinator of ideas	P4NC
	Member resource	P3NC
	Formalized job descriptions	P5NC
	Facilitator between divisions, heads, countries	P5NC
Authority	Formally appointed in role	P8NC
	Informally appointed in role	P1NC
	Reference and not a role	P6NC; P3NC
Hierarchical Level	Top Management	P5NC
Orientation	Commercial perspective	P5NC
	Passion for innovation	P9NC
	Change orientation	P5NC

Innovation Sponsors/Champions therefore held different views and had diverse experiences.

6.3.1.2 Discussion of Findings: Primary Theme 1: Individual Sense-Making

Individual sense-making by Innovation Sponsors/Champions was discussed from an internal and external focus for sense-making.

The individual perceptions of the Innovation Sponsors/Champions related to newness/novelty (P1NC; P5NC; P8NC) that added or created value for the business (P3NC; P4NC). There were several ways in which innovation was achieved for example product, service and process developments and improvements were mentioned by P4NC and P7NC, whilst the process of benchmarking was also important (P4NC). The achievement and adherence to standards of excellence and responding timeously to a need identified in the market were emphasized, whilst retaining a strong focus on the customer (P8NC). It seemed crucial for the

Company to remain customer centric (P5NC).

To achieve innovation, structural or process changes often seemed a requirement (P8NC), implying either disruptive or incremental changes (P6NC) challenging the status quo. It was noted:

“... that is what I see as perfect innovation. It uses what is already there and just repackages it in a way that creates benefits, reduces costs, makes it something more efficient” (P8NC).

Another aspect of internal sense-making related to the view of the Innovation Sponsors/Champions on the Company's perceived approach towards innovation. Different experiences and a lack of a definition of innovation for the International Case was noticeable as their views ranged from innovation as a strategic imperative (P4NC; P7NC) to acquiring smaller successful innovation companies (P9NC) or creating an independent innovation unit acting as an incubator for ideas (P2NC).

Less favourable views, based on their experiences within the Company, were also expressed. It was an important part of the discussion, although briefly, as the experiences and perceptions of the Innovation Sponsors/Champions could impact the creation of context for the teams. It was felt that the driving force for innovation action was policies and not strategy (P5NC), where innovation was experienced as a mechanistic approach (P8NC). As P6NC mentioned:

“We have a recipe, and we are going to apply that recipe and innovation is about that.”

The experience of P5NC showed a reactive focus on innovation, driven by, for example, legislative prompts: “... like now we saw of a law has changed, that employees need these benefits... that is innovation.” In the regions, the experience seemed to be that the Head Office played a strong role. P10NC observed that:

“When it comes to product development our mother company is involved but we can come up with an idea.”

P6NC indicated, that based on his perception, the knowledge and processes to enable innovation were lacking. This was compounded by the language-isms used in the

company that created further perceived barriers towards behaving innovatively. P6NC noted that:

“... the company does not always know how to innovate and sometimes get stuck on buzz words. ... meetings ... language ... we use all the right buzz words, but we don't do anything, ... and we haven't built a single product market ...”

It was experienced by one participant that the company's approach was to take staff out of their comfort zone in order to stimulate innovation. It was mentioned by P2NC that:

“I have an approach... You get given a job description, then you get given a sort of an opportunity to set your own boundary, okay, and then beyond that, you can participate in what I call extreme sports.”

Technology was also considered as an important key differentiator and enabler (P5NC) when the focus was on the creation of in-house platforms for ideas postings (P5NC; P9NC). Other aspects in the company's current approach related to customer centricity (P4NC), excellent products and a regional presence (P4NC). Company processes were based on benchmarking (P3NC), monitored and improved through customer feedback (P4NC).

Lastly, the personal views on the customer approach followed were described as customer centric (P3NC; P4NC; P6NC; P7NC; P9NC), constituting the competitive edge (P4NC) for them. Important characteristics of that customer centricity were perceived as empathy (P3NC; P6NC) and good relationships (P3NC). It was interesting the innovation in some instances was undertaken with the customer (P3NC; P4NC). P3NC put this discussion in context by observing that:

“... there is a lot of innovation from our customers ..., listening, be open and always try to place myself in the shoes of say, my clients.”

Views were expressed that the retention of the customer base was their sole focus when product development was considered (P1NC) coupled with benchmarking exercises (P4NC). It was perceived that the customer could be retained when resolving complaints with the direct involvement of the customer (P7NC), leading to an improved understanding of different cultural nuances (P4NC).

A cautionary note was raised by P6NC on language-isms that could divide the company and the customer:

“So by its very essence it is not innovative nor client centric. So this is what happens to Corporates if they do not know how to execute on the buzz words and innovations” (P6NC).

Evaluating the external focus for sense-making, the experiences of the Innovation Sponsors/Champions (P1NC; P4NC; P5NC; P9NC) worth noting (which could relate to contextualization for teams), were increased demands for reconsideration of the innovation agenda. Some observations were:

“People, customers have more information out there, because of the internet you know. They have more information about what we need to be offering them” (P1NC).

“Our market is quite technology savvy ... young people ... are technology savvy. They are bad at paperwork and they love their gadgets” (P5NC).

Interesting and diverse views were expressed regarding innovation in Africa ranging from views that the African culture was not conducive for innovation (P4NC; P6NC) to the African culture as highly conducive(P9NC). A sober view was offered by P6NC:

“So my hypothesis would be that in the deviation between organisational factors and the environment will be much higher than the deviation between cultural factors and the environment.”

It was considered that the organisational setup be the primary driver for innovation and culture secondary (P6NC).

6.3.1.2.1 Summary of Findings: Primary Theme 1: Individual Sense-Making

The findings for Theme 1 indicated that the Innovation Sponsors/Champions had different experiences and views regarding the meaning of innovation, and how innovation was operationalized in their different entities within the International Case. The different contexts of the teams were a determining factor for the success or failure of team efforts.

6.3.1.3 Discussion of Findings: Primary Theme 2: Innovation Identity

6.3.1.3.1 Individual Innovation Identity of Individuals within Teams

The first discussion focused on findings relating to the current experiences of the Innovation Champions/Sponsors of Individual Innovation Identity of individuals within teams. Individual Innovation Identity was considered as the perceived emotional, operational and member interactions behaviours of individuals in teams. The perceived role played by the team, the format and current team selection criteria impacted that. The perceptions of the successful and unsuccessful team members were also contrasted.

The first finding related to the perceived thinking styles:

Successful Team Members	Unsuccessful Team Members
Members were perceived to be open-minded (P1NC; P2NC) with a type of free-thinking style (P4NC; P5NC). P5NC described it as: “Untamed ... they tended to come up with, can I say, crazy ideas.” Simultaneously high conceptual thinking is witnessed. P8NC observed that: “The guy who came up with it had a fantastically deep insight into technology” (P5NC).	Members were perceived as thinking in silos, having a limited view, due to self-imposed barriers (P9NC). It was stated that: “... I think many people just look at their jobs from the lens of why they are there e.g. as Accountant. I will be there from a credit and balance point of view ... But you don’t have a helicopter view... You cannot just look at your little cabbage patch all the time” (P9NC).

A second finding, based on the perceptions and experiences of the Innovation Champions/Sponsors related to the constructs of emotive outlook. The researcher identified the following:

(i) Emotive Outlook Construct: Outlook

To focus this discussion Outlook refers to the tendency of a person to remain positive over a certain time period. Successful and Unsuccessful Teams were contrasted based on the Innovation Sponsors/Champions’ experiences:

Successful Team Members	Unsuccessful Team Members
It was observed that these members were more realistically positive (P7NC; P8NC). They displayed a sense of excitement (P5NC; P6NC; P7NC) and enthusiasm (P5NC; P6NC).	Members were perceived as negative, unhappy (P10NC), apathetic (P5NC), lacking emotional maturity (P1NC): “They don’t attended meetings, you’ll find they’re not contributing ideas.”
A positive outlook could also be related to a perceived strong sense of self-efficacy	Negativity was perceived as to be fueled by experiencing feelings of burnout,

(P2NC); P7NC; P8NC), self-confidence (P2NC; P7NC; P8NC) and emotional maturity (P2NC). Positivity was seen as to be enhanced through success experiences and a sense of fulfilment (P8NC): “Some of the people who worked on it described it as the highlight of their careers” (P6NC).

A sense of closure was experienced as increasing positive feelings even more: “Yes, the team worked on implementing it and taking it to market” (P6NC). The positive outlook was also visible in a supportive approach towards change by these members (P6NC).

leading to disinterest, disengagement and lack of influence (P5NC). It was also perceived that a contributing factor to the experienced negatives by feelings of fear of the unknown and also job insecurity, should they embark upon an innovation venture.

As stated by P10NC: “... or you might find people who do not want to come up with ideas as they think their job might be in jeopardy if they change the process.” This lead to perceive change resistance (P10NC) and inflexibility (P3NC; P5NC).

(ii) Emotive Outlook Construct: Resilience

To put this finding into context, Resilience is defined as the person’s tendency to persist, even in the face of difficulties. Comparing the successful and unsuccessful groups the following was observed:

Successful Team Members	Unsuccessful Team Members
Resilient members were described as “strong willed” (P8NC), “... that capability to drive, believe in what you are doing and drive that through.” Resilience was also perceived to be reflexed in being prepared to spend extra time to finish projects (P4NC; P5NC), because of a “... sense of purpose ... doing something worthwhile ...” (P8NC). As P5NC observed.	It was perceived that unsuccessful group members gave up easily (P7NC) lacking in delivery (P5NC). This was experienced to be compounded by an unpreparedness to put in extra efforts (P3NC). Because resilience lacked such members become defensive (P2NC) with a “leave-us-alone and don’t look at what we are doing ...” and accusatory (P2NC): “... denied ...and lots of blame ... they push blame all over the show.”

(iii) Emotive Outlook Construct: Attention

Attention as an emotive outlook construct implies focus and not being sidetracked by diversions. These findings related only to successful group members:

Successful Team Members	Unsuccessful Team Members
Members were perceived to be focused without being bogged down by operational details (P1NC; P3NC). It was felt that clear outputs and goals created the context for providing focus (P7NC).	---

(iv) Emotive Outlook: Construct: Sensitivity to Context

The construct of Sensitivity to Context refers to the sensitivity a person displays in social situations and interactions, especially their emotional control. The following observations were made when successful and unsuccessful member' views were compared:

Successful Team Members	Unsuccessful Team Members
Members were perceived to be assertive in the teams, displaying sensitivity to social “manners” especially in coping with criticism within a team situation (P1NC; P2NC; P8NC): “But set your own boundaries beyond that, push the limit, okay, and that means if you push the limit that you must accept that you will tread on people’s toes” (P2NC).	It was experienced that these members found it difficult to cope with idea rejection (P5NC), being non-assertive and passive (P9NC). As it was noted by P9NC: “Do not be a puppy, do not be scared to put your hand up. If you believe in something you know, speak up. Give your opinion, discuss it in the Boardroom. Don’t let the pink elephant take over” (P9NC).

6.3.1.3.1.1 Summary of Findings: Innovation Identity Individual

Based on these findings, the experiences of the Innovation Sponsors/Champions indicated differences between successful and unsuccessful team members’ emotive outlook constructs of outlook, resilience, attention and sensitivity to context.

6.3.1.3.2 Team Innovation Identity Formation

Except for individual innovation identity, teams were experienced as having innovation identities. Contributing toward such an identity formation was perceived to be the current selection criteria, the role and formats of the teams. The experiences of the Innovation Sponsors or Champions, as it related to the current perceived team profiles, are discussed and Successful and unsuccessful contrasted where applicable.

(i) Current selection criteria for team selection

It was interesting to note the divergent opinions as to applied selection criteria for International Case teams. The experiences and opinions were clustered as:

<u>Cluster One:</u>	<u>Organisational requirements</u> as a criteria: task output (P5NC; P4NC); departmental nomination and not voluntary (P3NC); multidisciplinary and different managerial layers (P4NC; P6NC; P7NC); department must show an interest in innovation (P5NC). The size should be restricted (6 members only) (P5NC). Some members perceive membership to voluntary (P1NC).
---------------------	---

<u>Cluster Two:</u>	<p><u>Individual work behaviours</u>: as an experience and required expertise (P1NC; P3NC), but not overly experienced as long tenure correlates with resistance towards change (P5NC), no record of being having performance related problems (P3NC).</p> <p>“Normally we do not invite a member who is already in trouble with his department; so if ... performance is under review, this could probably put a strain on you as an extra requirement. You need to show you have the capacity to handle extra work” (P3NC).</p>
<u>Cluster Three:</u>	<p><u>Individual Psychological requirements</u> as a criteria: self-confidence (P1NC), emotionally intelligent (members who are “both introverted and extroverted”) (P2NC), emotional control (suspend judgment) (P2NC), lack impulsive behaviours (P1NC), social intuition (P2NC).</p>
<u>Cluster Four:</u>	<p><u>Thinking Style</u> as a criteria: forward thinking (P5NC), as well as intuitive thinking (P2NC).</p>
<u>Cluster Five:</u>	<p><u>“Other” orientation</u> as a criteria: interested in engaging with others (P2NC) whilst being inter-culturally sensitive (P2NC), keen observer of people and culture (P2NC).</p>
<u>Cluster Six:</u>	<p><u>Action orientation</u> as a criteria: high energy and personal drive to pursue ideas (P5NC), personal initiative for action (P3NC).</p>
<u>Cluster Seven:</u>	<p><u>Generation Y</u>: inclusion of Generation Y to cater appropriately for market needs (P5NC).</p>

(ii) Team member interaction as a contributor towards team innovation identity formation

Innovation Sponsors/Champions’ observations regarding team innovation identity were compared for successful and unsuccessful team members’ interactions.

Successful Teams	Unsuccessful Teams
<p>Successful teams showed caring towards one another (P3NC): “... and they formed friendships. What started as a purely working relationship ... you find that people meet over a weekend,... private time, discussing the idea” (P3NC).</p> <p>This was also reflected in honest communication (P2NC) being respectful towards others’ ideas and contributions (P3NC; P10NC). Being non-judgmental (P3NC) was perceived as leading to a higher sense of cohesion amongst members (P3NC; P6NC) reflected in supportive behaviours towards each other (P2NC): “So we said you must watch out this guy – the blind spot must be covered by you,</p>	<p>Team orientation and overall view was perceived as lacking in unsuccessful teams (P3NC; P4NC) which could be ascribed to several factors. These could be ascribed to members conducting themselves in an aggressive and egotistical (P3NC) manner, domineering other members (P4NC; P10NC). As P3NC puts it: “Some people shoot others’ ideas down, some want to dominate because of their hunger for “It was me” type of thing” (P3NC).</p> <p>It is also experienced that team members, at the cost of goal achievement, followed their own personal agendas (P1NC). The result of this type of dynamics results in argumentation (P3NC) as: “... they will step</p>

<p>because he is covering your blind spot” (P2NC).</p> <p>In such a process members uplift each other (P3NC): “They ... you can see they are very happy, feel important, they feel they matter as people are listening to what they are saying They are not shot down” (P3NC) gaining self-confidence (P10NC) believing everyone can contribute (P9NC). Interesting was that members were experienced as teachable (P3NC) willingly sharing knowledge and ideas (P11NC).</p>	<p>on each other’s toes” (P3NC) displaying strong individualistic approaches and attitudes (P4NC; P5NC; P9NC). Communication practices suffered and members behaved disrespectfully towards one another (P3NC).</p> <p>It was perceived that idea implementation was severely impacted by lack of focus on collaboration (P2NC; P3NC). Behaviours were displayed which were unaligned to corporate goals (P2NC). Members in these teams tended to use culture, hierarchy or internal politics as a reason for non-performance (P1NC; P2NC). The results of this was perceived as this was perceived as noticeable in disrespectful conduct towards one another and not creating sufficient space for team members to grow (P3NC).</p>
--	---

It was experienced that team atmosphere and context contributed toward forming a team’s innovation identity. Observations of Innovation Champions/Sponsors were contrasted for the successful teams and unsuccessful teams.

Successful Teams	Unsuccessful Teams
<p>Successful teams were characterized by a more informal approach (P5NC). Team members were being interested to be part of the team that is a team orientation (P1NC; P3NC; P4NC; P6NC).</p> <p>An outstanding characteristic was the preparedness to share ideas (P5NC). This implied that the team: “... has deliberately decided to have a common pot for all ideas that come through ...” (P5NC).</p> <p>The context that these groups found themselves in, provided clarity of output requirements (P1NC; P6NC; P7NC). As observed by P5NC: “We had a vision, which was very clear ... and the measure was clear ... the team’s mandate stop when it was launched” (P5NC). The leadership of these teams were a constant, as P8NC mentioned: “So there, for all of them I have the same guy pulling it from the beginning to the end” (P8NC).</p>	<p>Members were perceived as unwilling to participate, possibly due to a lack of information and understanding (P10NC).</p> <p>Members were perceived as unwilling to share – “egocentric” (P5NC) and “... because they not being sharing information, which requires burning the midnight oil” (P5NC). These behaviours was perceived as leading to feelings of stress.</p> <p>As regard to context it was experienced that goal clarity lacked (P1NC; P2NC) based on a loose structure causing delays in decision-making (P3NC). The committee approach was viewed as negative and a hampering factor (P3NC).</p>

The context was also described as enabling, allowing members to use initiative. P2NC mentioned that: "... we all had a clear objective what we are working on ... and we were allowed with those parameters ... the environment was enabling" (P2NC). This could possibly have led to the observation that members focused on the client (P1NC; P8NC).

Other aspects contributing to the innovation identity formation relates to a committee structure where members rotated, clear responsibilities, balance in terms of gender and age, and cultural diversity as a strength of team identity (P1NC; P3NC; P5NC; P7NC; P8NC). It was mentioned that: "There is a cultural influence into projects ... But as soon as they see each other as part of the team, then that doesn't matter anymore" (P7NC).

6.3.1.3.2.1 Summary of Findings: Team Innovation Identity Formation: Selection Criteria, Member Interaction, Atmosphere and Context

Innovation Sponsors/Champions had different experiences and views on selection criteria. It was evident that team selection criteria played a role in determining a team's identity. It was not clear which of the criteria were mostly applied, but where some criteria applied it played a major role in the formation of a team's innovation identity. No observations were noted of different selection criteria that could contribute to successful or unsuccessful team outputs.

Differences were observed between successful and unsuccessful team interactions' impact on team identity formation. Those related mostly to members' behaviours toward each other, characterised by certain sensitivities or lack thereof. Other aspects related to focus, egotistical behaviours, poor communication and an external locus of control on the perceived characteristics of the unsuccessful team's identity.

Team atmosphere and context were contrasted for successful and unsuccessful groups indicating indicated a more pronounced team identity for successful groups. Unsuccessful teams experienced more confusion and tended to behave in an ego centric manner.

6.3.1.3.3 Discussion of Findings: Individual Innovation Identity: Preferred or Ideal

The preferred or ideal proposed individual innovation identity was proposed by the Innovation Sponsors/Champions. Interesting views were presented and linked to the identified emotional style outlook constructs.

Firstly, the emotional outlook construct of Outlook. The perceptions of the Innovation Sponsors/Champions indicated a preference for team members displaying realistic positivism, whilst being emotionally mature (P1NC; P2NC). That realism could be coupled with a certain playfulness, preventing members from becoming either pessimistic or overly positive. It was noted (P2NC) as:

“You do not have to be mature all the time, because I think a certain level of maturity, a level of free-wheeling is okay, so it means you can’t always be mature when you free-wheel” (P2NC).

It was further proposed that members of teams be self-confident thereby enhancing feelings of positivity (P1NC; P2NC).

Secondly, Resilience was also a preferred emotional outlook for successful team members. It was noted by P8NC that members should be persistent, which could be sustained when strongly committed (P3NC). A successful team member should be willing to make responsible decisions (P1NC) even when the risk factor was high (P2NC):

“But set your own boundaries beyond the job description, push the limit, okay, and that means if you push the limit that you must accept that you will tread on people’s toes. And when you do this you must be gracious enough to ask for forgiveness” (P2NC).

When a member took responsibility for self, persistence and goal-oriented behaviours increased (P2NC). An observation by P3NC was:

“But the most important I think is, commitment. I have not seen a single idea that has been easy to deliver. So, someone who put their mind to it is confident about it, fully knowing that they might succeed or fail ...” (P3NC).

Attention was identified as a third emotional outlook for preferred team members. Focus was achieved by action-oriented members (P8NC). It was felt by the Innovation Sponsors/Champions that a balanced focus be displayed, implying balancing focus with a questioning attitude (P3NC: P9NC) and curiosity (P8NC). As referred to by P9NC:

“... we want people to think how we can question how things can be done differently, with that comes job satisfaction and motivation and behavioural change and all those kind of things” (P9NC).

Although focused, the preferred thinking mode was that of being young and expansive (P2NC; P3NC), and to:

“... have the ability to constantly question things that seem to be obvious” (P3NC).

The fourth emotional style construct referred to Self-Awareness:

“... where are their short comings and where they require some kind of assistance” (P10NC).

Members should be aware of their own blind spots (P2NC), coupled with a spirit of being teachable, eager to learn (P3NC) and a clear value system. An interesting comment on humility was made by P3NC:

“...someone who is ready to accept that you do not know everything and you can consider other opinions” (P3NC).

Humility created the milieu for self-awareness, preventing members from being egocentric and arrogant. An appropriate stress tolerance was linked to self-awareness (P1NC).

Some observations were linked to the emotional style construct of Social Intuition. A preferred member seemed aware and respectful of others emotional states especially in their communication behaviours (P3NC). It was stated that an:

“... important trait is to express your ideas without necessarily becoming a bully or sulking” (P3NC).

Lastly the emotive outlook construct of Sensitivity to Context was indicated as an ideal requirement referring to an awareness of the social context and subsequent

engagement behaviours. Assertiveness (P1NC; P2NC) was considered as foundational and influenced conflict management approaches, coping behaviour regarding mistakes, whilst refraining from engaging in continuous permission seeking behaviours (P2NC). A team member was preferred to be able to stand his ground, avoiding pleasing everyone continuously (P1NC). A team orientation should form part of the mindset of an ideal member (P1NC).

6.3.1.3.4 Ideal Team Interaction

The discussion on ideal team interactions that contribute towards successful implementation of innovation projects, generated insights divided into certain strengths, facilitating appropriate team interactions.

The first group of strengths identified by the Innovation Sponsors/Champions for ideal team interaction referred to certain engagement protocols. Such protocols required members to be supportive of each other, whilst simultaneously avoid shying away from disagreements providing constructive criticism on others actions (P1NC; P4NC). Foundational protocol behaviours were mutually respectful conduct (P4NC) and an awareness of the impact of own behaviours on other members (P2NC):

“Yes, you must be self-aware – it must be, we must create a shared awareness – say I can talk to you, and point things out to you – that is not so *lekka*, you must back off. You need to go back and apologize for that” (P2NC).

Secondly, Communication was identified as a group of strengths. It was observed by the Innovation Sponsors/Champions that conversations should be more open-ended (P2NC), characterised by assertiveness and sufficient listening behaviours (P4NC; P1NC). Participants observed that:

“So ... push the envelope and say yeah, but ... and then have more information to have a more engaging conversation with this person” (P2NC).

A third strength for a successful team related to being goal-oriented having a clear vision and specified deliverables (P1NC) that enable teams to be self-managed and less leader dependent (P4NC).

A next strength identified based on these discussions were soulful behaviours, referring members to be gracious, honest (P2NC) trusting and trustworthy freely sharing ideas (P8NC). Graciousness was reflected in acknowledging and appreciation of others' success (P4NC).

Lastly, team composition was considered as a strength required for suitable team interaction. Team members should be sufficiently qualified (P8NC; P1NC):

“I think it does not help if you put a team together that is not qualified” (P8NC).

The structures relating to team composition for multi-skilled teams (P8NC) should be either fluid (P2NC) or structured (P3NC). Members were preferred entering with a certain professional repertoire:

“If you are looking for people ... Give it to people who have the language ... behaviour ... grooming ... characteristics. Keep to the requirements and the job specification” (P10NC).

6.3.1.3.4.1 Summary of Findings: Ideal (Preferred Individual) Innovation Identity and Team Interactions

The observations of the Innovation Sponsors/Champions were linked to emotional outlook requirements for individuals, leading to the formation of an ideal individual innovation identity. Those preferred outlooks identified linked to a positive outlook based on confidence, resilience (also in the face of risk) and ability to focus. Self-awareness of a member's own blind spots, coupled with humility also characterized such individuals. From an interpersonal point of view, social intuition and sensitivity to context enhanced individuals' relational capital in teams.

The ideal team interaction was perceived as characteristic of certain strengths such as adhering to certain engagement protocols and respectful, open communication. When teams were goal-oriented, self-management increased. Another strength related to soulful behaviours (honesty, graciousness and being trusting, but also trustworthy). Lastly, the actual hard skills, experience and a professional

behavioural repertoire, remained important.

6.3.1.4 Discussion of Findings: Primary Theme 3: Innovation Enablers

As innovation is a multi-dimensional phenomenon, Innovation Sponsors/Champions observed that certain contextual issues impacted on the team's chances for success and two secondary themes of enablers emerged: emotional and structural/systemic prompts.

The first emotional prompt related to the leadership of an organisation, contributing toward the creation of a culture based on built emotions where the Innovation Sponsors/Champions noted that an abundance mentality created:

“... a sense of wealth creation in the minds of people, and they see the possibility of taking one generation into a different lifestyle ... that creates a lot of excitement” (P2NC).

Leaders should have confidence and be positive in their own abilities to be successful in innovation (P5NC) and be future-orientated benefitting the customer (P2NC; P5NC).

A second emotional prompt observed by the Innovation Sponsors/Champions was Company Soul/Spirituality. Such an emotional prompt was visible in compassionate behaviours toward team members, rebuilding them after making mistakes or experiencing misfortunes. It was observed that such team members then retained their dignity (P2NC):

“... when there is an injury they brought everybody back to base that we can look after them ... So you stop, you bring him home, you rebuild them” (P2NC).

Another spiritual behaviour identified was being forgiving if harm toward self was perceived (P2NC). Expectations of hope could enhance spirituality:

“... people are at their most creative when they feeling positive, when they think that tomorrow would be better than today and not worse than today” (P6NC).

Leadership styles were viewed by the Innovation Sponsors/Champions as an emotional prompt in that empowering and coaching styles facilitated a sense of responsibility (P2NC; P6NC). It was noted by P4NC that:

“What it says that usually as leaders we jump to conclusions. If somebody comes to you with an issue or problem, before the person finishes, you say “I have a solution for you” – which is the wrong way to do” (P4NC).

It was experienced that innovation could be prompted by visionary leadership (providing an exciting vision), especially when success experiences were provided to people (P2NC). Those experiences could build team members confidences and an eagerness to act innovatively. It was specifically noted by (P4NC) and (P7NC) that leaders should display a sincere interest listening to people’s solutions – not just providing solutions.

An interesting observation related to a zero tolerance mentality when members behaved in a destructive manner toward each other. Courageous leadership usually takes prompt action against such behaviours (P2NC), implying reversed accountability for P6NC:

“... if you do something smarter ... then ... and you take it to your line manager who is then accountable to you to let you know what is going to happen with the innovation ...” (P6NC).

The International Case culture encouraged creation of a certain emotional climate, conducive to innovative behaviours. Values characteristic of an appropriate culture were leadership support, responsible risk-taking, openness and trust (P2NC; P4NC; P8NC). Such a culture was described by P2NC as:

“So that speaks to culture again, which is why some teams which are very different perform well ... There is a lot of trust to be able to openly air your opinion or view, and be respected for it” (P2NC).

A sensitivity toward customers’ traditions was identified as an emotional action to increase acceptability of the innovation effort:

“... you know the African culture, tradition when somebody dies, there are five days of mourning and every day you provide soup and cool drink ... three years ago we were looking at affordability not ... what the cover should provide ... payout could provide sufficiently for the burial” (P2NC).

The secondary theme identified for structural/systematic prompts add interesting perspectives on creating an enabling environment for innovation. The first prompt related to Technology focusing on enhancing customer service (P5NC; P1NC) and retention (P10NC). Sufficient accessibility to in-house technology, recognized by P10NC was put in context by P1NC:

“Also we need to embrace the IT space ... and offer certain services via our web, the basic stuff ... we need to start utilizing the IT space” (P1NC).

When Talent Optimization and HR Structures supportive of innovation behaviours are in place and linked to career success, placement of staff based on their skills profiles, remuneration practices including non-financial awards whilst providing mentors the chances of teams succeeding improved (P1NC; P3NC; P5NC; P7NC). It was noted by P7NC that:

“A small thing like “thank you” or sending out an email, saying “X” had this brilliant idea and it got implemented in all the African countries” – you know, that type of recognition.” (P7NC).

Recruitment processes should attract people with innovative-oriented profiles (P5NC) and P2NC cautioned against the exclusion of “outliers” and “mavericks”.

6.3.1.4.1 Summary of Findings: Innovation Enablers

The findings were supportive of the Weiss and Cropanzano of Effective Events Theory (AET) (paragraph 2.2.2) emphasizing the importance of emotions and emotional prompts throughout an organisation. Culture and leadership orientation were reciprocal in creating an emotional milieu that encouraged or discouraged innovation behaviours. Customer centricity was considered as an emotional behaviour by the participants.

From a structural/systemic point of view, accessibility to customer-enhancing technology and enabling, innovation oriented human resources approaches impacted innovation success.

6.3.1.5 Discussion of Findings: Primary Theme 4: Innovation Disenablers

The first finding referred to experiences relating of culture as an emotional prompt that could create a disabling context. Disenablement of the culture was perceived as emanating from a paternalistic Head Office, lacking cultural and regional sensitivity. It was observed by P3NC that:

“I think you can note this, currently the group is blocking innovation, because they are operation on “we – all the business needs to listen to us” When we come up with ideas, that can work for a country like XXX, it somewhere get block. It is said “No, you guys cannot do that, because if you do that we have to do the same in all the African countries,” (P3NC).

That was compounded by the different countries’ apparent unwillingness to share information and power. It was pointed out by P6NC and P2NC:

“Everything fits in together as they protect their turf a bit, but innovation is not owned by anybody” (P2NC).

Thinking styles of different entities characterised as “silo”, “hierarchical” (P2NC) and authoritarian with a certain accompanied formality in the culture caused confusion and impacted innovation negatively. Being part of a corporate environment for a substantial time period could create a mindset of being: “... administrative and bureaucrats” (P2NC).

Language could be reflective of culture in that “language-isms” prevented innovation:

“So now you are told that you must innovate and they are trying to use all the right language and without being conscious of it, they actually become bureaucrats and not innovating” (P6NC).

The culture seemed protective of established organisational routines:

“I have seen ... if that can disrupt the core business model that the organisation relies on, then the antibodies will come out and it will kill the idea” (P6NC).

Post-merger blues were identified as a disabler emanating from a merger (P6NC) experienced to be poorly managed. That resulted in feelings of insecurity and mistrust impacting innovation negatively:

“Some companies will force down the change, like you have no say in what they want to do. And usually what they want to implement you know for a fact will

not work” (P7NC).

Other organisational realities that consciously or unconsciously contributed towards a disabling environment related to experiences of stress due to the perception that regional offices operated in isolation, role overload that placed demands on time management and unavailability for teams:

P10NC: “If that is one of the things that you can do, you will not put a lot of emphasis on it, because of the other things you are doing, but it has been what you are employed to do”

P6NC: “So if there is an innovation project on the side that perhaps is related, but not quite linked to their core job, they do not have time for that ...”

P8NC: “Yeah, I think it is very difficult to be innovative if you are constantly busy, with processes and internal restructuring and stuff like that.”

P8NC: You’ve got a very, very smart actuarial organisation culture running the back office. But they don’t really understand customers. I ... and then you have the front side of the business, which are essentially brokers – they are the guys who are in touch with the customer. And I almost have the feeling “And never the two shall meet.””

Leadership was perceived as a major stumbling block from the top of the organisation to leaders of business units and departments. Opinions varied from leadership styles being unacceptable (authoritarian, status conscious) as pointed out by P2NC: “... the other thing (laugh) people do not like traditional leadership ...”

A caution raised by P9NC was a leader being blindfolded by over-loyalty to the company and a lack of passion for innovation to form part of the leadership agenda. That emanated in sanctioned innovation participation:

“If they know their team is spending time on some innovation project rather on the task or the core deliverables at hand, they somewhere down the line, when the performance appraisal is done will take sanctions” (P6NC).

Those leadership attitudes were interpreted as complacency and P9NC cautioned that: “If ever you get into a situation of complacency you will be left behind.”

Certain leadership behaviours were perceived as toxic for example by engaging in

linguistic snobbish-ism or behaving egotistically. P6NC was particularly outspoken about this:

“If you don’t use the right innovation sounding, and customer-centric descriptions, the people won’t even engage with you” (P6NC).

“... he is not your customer and I don’t support this product. I want to have my own solution where I can come up with it” (P6NC).

Toxic emotions such as anxiety and a fear of change connected all disenablers. Participants observed in this regard that:

P9NC: “Too often people are scared to change. They are comfortable in what they are used to do.”

P6NC: “When people are afraid that they might lose their jobs, due to some sort of restructure, it creates fear and fear is not an emotion that is conducive to innovation ... but in a type of paternalistic manner ... massive anxiety and uncertainty.”

6.3.1.5.1 Summary of Findings: Innovation Disenablers

Innovation disenablers provided context, understanding successful or unsuccessful team outputs. Contextual factors referred to culture’s negative impact on knowledge sharing and protecting established organisational routines. The organisational realities, especially related to the recent merger coupled with toxic leadership styles, added to negative emotional prompts for team members’ behaviours.

6.3.1.6 Discussion of Findings: Primary Theme 5: Recommendations

The last primary theme related to recommendations by the Innovation Sponsors/Champions for establishing an improving organisational innovation. The first aspect related to company soul as reflected in clarity of the organisational innovation identity and certain aspects of leadership.

It was recommended that an organisational identity of being creative and innovative (P5NC) could be created in the minds of people through storytelling:

“Yes, more storytelling so that we can laugh about it, the silliness – we just laugh about it. And we learn – not this or that” (P2NC).

That could be enhanced acknowledging everyone's individuality and potential to be innovative (P5NC; P9NC):

“But what I am saying is that if we want people to contributing towards innovation and towards moving forward, we need to treat them as an individual on the same level, person-to-person, one-on-one” (P7NC).

An organisational innovation identity seemed to crystalise through clarity of vision and output expectation. P6NC mentioned that:

“... as a company or individual is knowing what you want and then it is a matter of implementation ... So I think we need to ask ourselves that question: what do we want to do, what do we want to be – and align everything within that ...”

“... create a sense of teamwork, make people feel that they feel safe, and comfortable, give them a sense of direction, a sense of vision, something to look forward to ...” (P2NC).

The leadership of an organisation contributed to company soul through visionary leadership (P10NC), setting the example (P2NC) and measuring leadership efforts through staff happiness and talent retention:

“... you did not get promoted to a leadership role if you can't nurture and grow talent” (P6NC reflected on a previous experience).

The leadership style seemed to play a determining role obtaining such success:

“... I think innovation in an organisation flows from the leaders ... there is a crucial element and that is the role of the leader ... He has very high standards – he is sometimes unrealistic, he is very demanding ...” (P6NC) creating balanced stability.

Another secondary theme related to the organisations innovation identity was organisational routines reflected in human resources processes and talent maximization practices. Examples provided were recruitment practices focusing on talent acquisition:

P8NC: “Look, the company is doing all the right things ... I wonder whether a company is innovative or not ... So if you have a certain set of people ... it is probably impossible to change that.”

P8NC: “... they have recruited people, who by their very nature, like to try new things.”

It was recommended that people's talent offerings be better understood, reorganising and restructuring certain work routines and establishing a clear link to career progression (P8NC). As P3NC observed:

P3NC: "We need to understand more clearly what is what, what people resources have in terms of skills and capacity that remain untapped ... use untapped skills."

P3NC: We need to change where and how people work ... Then you can unleash innovation but we do not do it. This is your job until you leave here."

Paternalistic leadership was implied and perceived as unacceptable (P6NC) as observed in the attitude of innovation sponsors (P4NC).

Organisational routines were reflected in the culture. When a culture was perceived as caring it was visible in boldness reflected in tolerance permitting failure.

"... a neighbourhood watch approach ... you watch out for your buddy" (P2NC).

"So for me, try many times, fail fast and get over with it. That is probably the best model. Just fail fast, do not procrastinate the failure" (P2NC).

"And if it is too scary for the company to do that, they can experiment in a division. So take one division, and say for one team in a division ..." (P6NC).

Culture also reflects embedded values in giving individual countries space to be innovative (P4NC; P1NC) and linking innovation to performance measurement (P10NC; P6NC). Participants viewed the creation of separate innovation departments differently. Coaching was considered as an important influencer:

"... through guidance and coaching people can take the blinkers off and see what others around them are doing" (P9NC).

Language as an organisational routine should be reconsidered: "... all these buzz words and to use American trade ... a dumb, down and done debate" (P6NC).

Lastly, the importance of teams was reflected in the comment that: "We don't celebrate heroes, okay, we celebrate people that have worked in teams" (P2NC).

6.3.1.6.1 Summary of Findings: Recommendations

The recommendations offered by the Innovation Sponsors/Champions related mostly to the establishment of a strong innovation identity. It seemed that without this identity as part of the organisation's personality, innovation teams experienced major stumbling blocks. Observed recommendations were that storytelling created a shared identity in line with a strong vision emphasising the role of leadership and organisational language. Organisational routines impacted the formation and maintenance of innovation identity formation, acting as a catalyst for talent maximisation, reinforcing a tolerant, caring culture as well as cultural sensitivity toward different regions.

6.3.2 Discussion of Findings: International Case: Focus Groups: Successful and Unsuccessful Groups

6.3.2.1 Introduction

The findings of the focus group discussions for the successful and unsuccessful groups were discussed, and compared answering the following research questions:

Research Question 1: What were the emotive outlook patterns of individuals who formed part of successful and unsuccessful implementation teams for innovation projects?

Research Question 2: Do specific distributions of emotive outlook patterns emerge amongst team members of successful and unsuccessful innovation projects?

The focus group discussions commenced with an ice-breaker and a conversation prompt by asking participants to draw pictures of the personal meaning of innovation (attached as Annexure S).

6.3.2.2 Discussion of Findings: Primary Theme 1: Sense-Making

The discussion on sense-making for both the successful and unsuccessful focus groups provided the context for the subsequent conversations and were compared to determine whether interesting insights emerged contributing toward answering the

research questions.

Sense-making was discussed from two perspectives: the internalised meaning creation by the groups and then the experience of the company's approach toward innovation.

Firstly, the finding of sense-making from an internalised perspective compared the observations of the successful and unsuccessful groups below:

Unsuccessful Groups	Successful Groups
<p>It was perceived that innovation can <u>overcome deficiencies</u> to improve quality of life (P9FIU; P13FIU; P8FIU; P2FIU)</p> <p>From a <u>business sense</u> the meaning of innovation was related to higher strategic issues such as profit, sustainability, growth, service improvement and outsmarting the competition (P3FIU; P4FIU; P5FIU; P6FIU).</p> <p>Only this group mentioned that innovation could be an improvement and benefit to the bigger society (P7FIU; P8FIU; P9FIU; P10FIU).</p> <p>This group's discussion related to an <u>excellence orientation</u> equated this with increasing efficiencies, outstanding customer service and also the celebration of success (P11FIU; P12FIU)</p> <p>The discussion on a <u>process sense</u> was based on principles (e.g. focus, solutions) (P3FIU;</p>	<p>The focus when <u>deficiencies</u> were <u>overcome</u> related to predict and process improvements (P1FIS; P2FIS; P3FIS; P4FIS) or new developments (P5FIS; F6FIS). Information were also mentioned to be rather incremental (P8FIS; P7FIS) going back to the basics (F9FIS).</p> <p>This group had a stronger emphasis on customer service improvement (F6FIS; P8FIS; P7FIS; P9FIS) which could lead to higher profit (P11FIS; P9FIS). The brand could be considered as an innovator enabler (F6FIS).</p> <p>This group was much more pronounced in equating innovation with an <u>excellence orientation</u> with strong words such as "...enabler at global level" (P10FIS); "unknown territory" (P24FIS); "transformation" (P13FIS); "brilliance, and inspiration" (P18FIS); "best in class" (P5FIS); "moving beyond current situation (P14FIS; P15FIS); "It is not necessarily a brand new idea, it is also an improvement of what exists; making it better, even just with 10% and making that better for the market."; changing tradition "When you are doing what people thought could never happen or could be done or where people have never gone before or believe in, that is innovation – down new ground." (P11FIS);</p> <p>The discussion of a <u>process sense</u> tended toward concrete issues. These related to controls.</p>

P23FIU; P17FIU).

An interesting trend noted was that unsuccessful groups seemed too often have a more visionary, strategic, and to some extended philosophical view, whilst the successful groups seemed mostly to be more focused, practical and specific. The following comments, illustrated in the graphic presentations of what innovation meant to them as individuals, confirmed this.

Group A (Unsuccessful)	Group B (Successful)
<p>P1FIU: "I drew a picture of a caterpillar ... that goes into a ... little cocoon and comes out a butterfly ... I was thinking along the line of metamorphosis. It changes from one form into another: one minute you're crawling around on the floor and the next minute you are flying. I think that is what innovation is."</p> <p>P2FIU: "I drew a hot air balloon. For each to fly high it means you need hot air, right? So innovation to me would be new ideas, products, technology that would elevate the organisation. So those new ideas are more or less like that hot air."</p> <p>P13FIU: "We never had to draw innovation before. I think we can start. Mine is still a concept in my head. Okay. I have two images of a person. One who is gathering firewood to cook and is doing that until the trees are finished. People think this way. And secondly he is smiling now as he is using cow dung and everything – so bio guard instead – using this to cook. I just didn't getting to draw the cow and the dung but that is it."</p> <p>Experiences of this group as it related to <u>reactiveness</u> referred to more high-level issues. These perceptions related to research and development as a way of catching up (P3FIU) and learning from past successes (P14FIU).</p>	<p>P7FIS: "For me I feel it is all fine and well to be client-centric, but are your internal structures in place and are your processes in place to deliver that? So, I think we need to set ourselves up internally to be able to deliver on that."</p> <p>F3FIS: "For me innovation starts from a process. It does not have to be an existing process – it can also be a new process, out of which ideas are born to improve, to make the process much smoother and better than what it was before."</p> <p>F18FIS: "I drew an animal and a process flow, for me innovation is a brilliant idea, like a spark or inspiration or a brain wave. You see the end before you start and everything else is a journey towards that. I think innovation is identifying foreseeing the future and proceeding clearly."</p> <p>This group had more concrete references and experiences which could relate to <u>reactiveness</u>. These referred to opportunities emanating from legislative changes (P10FIS). It was also felt that innovation must become more homegrown: "... you cannot have a 'one glove fits all' approach in Africa" (P9FIS).</p>

The next secondary theme related to sense-making by team members ascribed the group's experience with and perception of the International Case's approach toward innovation. It was noticeable that the unsuccessful group (Team A members) focused their perceptions more on positive and strategic issues such as strategic goals, the market, profitability, and growth and management styles. Group B (successful team members) was more concrete in sharing experiences: focusing on problems experienced with the approach.

Group A (Unsuccessful)	Group B (Successful)
<p>P13FIU: "We bring to new ideas, and products and concepts. We do this with the aim to do this and strategic goals we set. We look at enhancing</p>	<p>Customers are more informed than staff (P17FIS), lack structure (P11FIS), lots of</p>

<p>effectiveness, efficiency and at ways which are profitable for the organisation Also for ideas that can enhance growth in the organisation.”</p> <p>P16FIU: “Each individual has full knowledge of what they are supposed to do and they are given the capacity and the support.”</p>	<p>ideas but no implementation (P17FIS), work on assumptions and not facts (P18FIS), do not understand the what innovation means (P18FIS), lack focus on customer (P7FIS) and lack research (P8FIS).</p> <p>F18FIS: “... people are not fond of coming together as management team ... the innovation will not really happen.”</p> <p>F20FIS: Lobby for innovation ideas to getting accepted. “I know for a fact that if I go to the MD with an idea, chances are he will sit me down. And I know for a fact, in this EXCO team, there is one person he listens to. So in my approach, when I deal with the MD I go to that person ...”</p>
--	---

6.3.2.2.1 Discussion of Findings: Internalized and Externalized Sense-Making

The most unexpected finding was the different approaches and views of the unsuccessful and successful teams. The unsuccessful teams were more strategic, philosophical and visionary in their approach toward sense-making. Their views seemed holistic, experiencing and looking at issues from a different point of view.

The successful teams experienced and viewed issues more from a practical, focused and specific point of view. The question therefore could be asked as (even though early stages) whether such an outlook played a role in determining whether groups achieved implementation success or not?

6.3.2.3 Discussion of Findings: Primary Theme 2: Real Team Experiences

This discussion resulted in the secondary themes of the actual current team identity formation, the perceptions on the roles of the teams, experiences and views on current selection criteria for the team members. The perceived role of experience in such team identity formation was also discussed.

Group A (Unsuccessful)	Group B (Successful)
<p>Uncertainty was expressed on how teams were compiled (P2FIU; P3FIU; P14FIU; P21FIU; P20FIU)</p> <p>“Look we do not have a lot of exposure to innovation projects. We have a separate team – we are never directly involved with innovation.” (P3FIU)</p> <p>Other experiences reflect a positive participator view (P9FIU); common vision (P17FIU) whilst members are engaged as per their strengths</p>	<p>There seemed to be uncertainty regarding the role of the team (P19FIS) as rules and structure lacked (P7FIS; P22FIS). The team was considered as a sounding board for ideas sharing (P5FIS; P24FIS) because of the multiple perspectives lead to team enhancement (P18FIS; P10FIS; P6FIS).</p> <p>“In our current context a team means expertise ... If you have something to contribute in a team, positive or negative, every view counts,</p>

(P10FIU)	discuss the direction, and ask whether this can be done ... and the effort that will be required. It will be in essence be an indicator of just the probability for success for instance on the negative side it can also kill ideas I suppose” (P18FIS)
----------	--

The second aspect probed was on the different group members’ experiences and perceptions on selection criteria when teams were put together. There were some definite agreements between the two groups, referring to the multidisciplinary nature of such teams (P14FIU; P10FIS; P12IS; F5FIS) emphasis on the technical expertise and ability of members (F5FIS; F6FIS; P13FIU; P17FIU; P18FIU) and need to formalize this approach (P10FIU; P8FIS).

The following observations were made by Group B:

- Selection criteria considered the output requirement of the task (P3FIS; P12RIS; P1FIS; P10FIS) based on the development phase thereof (P19FIS):
P19FIS: “So I think it would depend at what phase, because it’s actually very sad when you are trying to start ideas, you then use those who are implementers instead of those who are generators ...”
- Membership was voluntary based on passion for a subject (P10FIS).
- Professional image was an important consideration (P18FIS).
- Teams were smaller in numbers (P10FIS).

It therefore seemed that the successful groups followed some guidelines regarding the selection of the members for teams, although not sufficiently comprehensive, as uncertainty still existed.

The discussion on the role of experience solicited comments from the successful group. The successful members viewed experience as either a help or a hindrance. It was noted that:

P12FIS: “But if you work in a certain culture for 13 years you don’t think like that anymore ... you never think outside that box.”

P9FIS: “So it’s having that experience to say, hey guys, what you are going to offer is not going to be ... So you could be spending millions in

developing this thing where it is not going to fly.”

The second secondary theme related to Team Dynamics. It was firstly discussed whether there were specific outlook patterns observed amongst unsuccessful team members. The only perception that Group A members shared was that of a lack of a common focus, which according to, was more related to the recent merger.

The successful group was more pronounced regarding their experiences with unsuccessful members’ emotional outlook. They referred to certain less favourable aspects of emotional outlook observed in unsuccessful teams:

- Lack of interest (P1FIS).
- Lack of resilience (P5FIS): “People give up halfway.”
- Lack of confidence and behaving non-assertively (P13FIS): “... afraid to push boundaries.”
- Team members were too like-minded (P3FIS; P12FIS): “If you have too many accountants around the table you will not get a new product ... but too many accountants – you never think outside that box.” (P12FIS).
- Participating in teams with preconceived ideas (P17FIS).

It was felt that if leaders were experienced as dishonest regarding their motives, it impacted the emotional outlook of teams. When comparing that with perceptions regarding emotional outlook patterns during the discussions for successful teams the following patterns were identified:

- (i) Communication behaviours conducive toward other team members (P13FIU; P4FIS).
- (ii) Focused energy because of a shared vision (P5FIS; P23FIS; P16FIU):

P23FIS: “A shared vision is critical if we all focus our energy. If a team shares the vision it makes a difference.”

The other observations and experiences from both Group A and Group B formed an interesting emotional outlook profile for successful teams:

- (i) Team members were confident in their abilities to effect change (P13FIS; P24FIS): “You must be a believer who believe in your own ideas.” (P24FIS).

- (ii) Team members also behaved toward each other in certain ways. There was consensus seeking behaviours (F6FIS), with a mentality of sharing of knowledge and information (P8FIU), possibly resulting in team spirit (P8FIU; P13FIU). It was mentioned by P8FIU that: “We find that people do not even want to go out and have lunch alone. You want to go out and have lunch in a group.”

Members were comfortable with each other as they knew the members (P25FIS), were trustful and interested in each other (P12FIS). That was pointed out by P12FIS: “The typical emotions that I saw with the winning team were that they were very connected with each other.”

That could possibly result in being prepared going the extra mile and flexibility (P13FIU), increased motivation (P13FIU), positivity (P23FIU) and pride in teams’ successes (P5FIS). Members were non-judgmental and open toward other members’ contributions (P4FIS; P12FIS).

Team dynamics were perceived as influenced by either built emotions that contributed towards success, or toxic emotions contributing towards negative team dynamics being detrimental towards achieving success.

The group discussions did not reveal much in terms of built emotions. The unsuccessful teams mentioned happiness (P3FIU): “Look, you spend a lot of time being there, you need to be happy. That is why people stay long in a company. They feel “you know what, I am at home – I am with some family.”

This related to positivity (P5FIS) as a built emotion as pointed out by P7FIS that: “Yes there’s always the positivity and there’s an energy, there’s a buzz, there’s a vibe ...” Another built emotion in successful teams was linked to a team identity or sense of belonging as experienced by P8FIU: “You know, to me it gave me a sense of relief to say, “That I matter” ... So you look forward to coming to the office.”

Even though being part of a team, the individual's sense of achievement remained important (P14FIS): "I am hearing money, but in my mind I have ego, which overpowers the money thing ... But the fact that my name is out there – that is more important."

Different toxic emotions were identified that were experienced impacting team dynamics leading to teams being unsuccessful. These were grouped as:

- Feelings of fear (fear of change (P15FIS); failure (3FIS; P15FIS) and anxiety (P24FIU; P25FIS).
- Feelings of burnout (P19FIS; P11FIU; P7FIS; P12FIS) as pointed out by participants.

P19FIS: "I don't think any person has the potential that when you are too stressed or nervous you would be able to unleash your innovation."

P11FIU: "Personally I am feeling the struggle and I can't see how I can carry on with this. It is crazy."

P7FIS: "Change-burnout, punch-drunk, whatever you wanna call it. I mean people are just like, does my access card still work this morning, and can I get into the parking lot or not."

- Resisting change (P2FIU; P14FIU; P9FIS).

P14FIU: "Some people even felt that it's detrimental, because they felt that they couldn't capture information fast enough. So they were apprehensive..."

P9FIS: "So you become territorial and you know, like hyenas, they'll start marking their territories."

- A lack of passion and interest (P19FIS), being apathetic toward innovation (P25FIU; P26FIU; P27FIU; P7FIS) were visible in uncommitted behaviour.

P27FIU: "Things actually got worse in some aspects. When we were in a different building we worked till 8 o'clock in the evening. Now I can't wait for 5 o'clock – my kids are waiting."

- Innovation seemed not necessarily to be part of the self-identity of staff members (P3FIU). Toxic emotions impacting team dynamics related to spitefulness:

P7FIS: "... don't cry on my shoulders when things go wrong, because I told you. You did not value my opinion."

- Team dynamics were negatively influenced by negative emotions

resulting from comments on other members' suggestions (P17FIS), focusing on company politics (P17FIS) and being intolerant (P16FIS). The team dynamics were also impacted negatively by unresolved issues due to a recent merger giving rise to emotions such as frustration, anger and feelings of isolation and no sense of belonging (P3FIU; P11FIU; P27FIU; P28FIU) with inappropriate value integration (P3FIU). The participants observed:

P3FIU: "They are just so serious, so formal and they don't care about socializing ... and their values are different. I have experienced that first hand."

P11FIS: "Technically we have merged, but we are still on our own ... I am still stuck I my xx values ... I have not made that transition yet."

- Some participants felt so strongly because of these issues that they had no sense of pride belonging to the company (P3FIU; P11FIU; P27FIU), behaving disengaged (P19FIS) and becoming self-centered (P8FIS).

This was put in context by P19FIS:

"... where the employees are likely disengaged and basically this is happening in the company, don't think that they belong. I don't think we can take responsibility for the loss of innovation."

- Team members were risk averse (P3FIU; P2FIU; P14FIU; P25FIU; P15FIS). It was mentioned by P20FIS that some aspects of individual culture became convenient self-fulfilling prophecies:

"If your psyche – you grew up with rules and regulations: this is blue and this is red. It is very difficult to move outside of that and to try something else. Because innovation can only happen when there is change in something." This resulted in low morale (P11FIU).

- Perceived stumbling blocks (Secondary Theme 2.3) by both groups impacting the actual team experiences, related to company soul as reflected in the culture. One participant mentioned the legacy of the company playing still a major role (P12FIS): "... it's got all this history behind it ... and it's like an old fossil."

A prominent theme, perceived as a stumbling block seemed to be lack of caring (P3FIU; P11FIU; P28FIU; P27FIU) experiencing the culture as cold and formal (P3FIU; P27FIU): The participants observed that:

P11FIU: "Nowhere in our values – and ... there is no investment in the people – nothing - they do not talk about liberating the best in

you.”

P3FIS: “So what that means, like listen “I do not care about you as an individual. I pay you to deliver ... do not say anywhere in my values that people are my asset ... don’t say anywhere in my values that I should deliver the best in my people. And that is my concern about this business and that is going the wrong direction.”

P27FIS: “Our attitude here is so far behind – will take us 15 years to catch up.”

That was ascribed to some participants struggling to fit into the merged culture.

P11FIS: “That is bad for us because we come from a complete different culture ... we are struggling with the change in values.”

They felt excluded (P16FIS; P23FIU), also from the process.

- The perception was that a lack of innovation resulted from the value not being lived (P15FIS; P21FIS; P18FIS; P10FIS; P8FIS; P8FIU):

P15FIS: “... innovation is a value, but they don’t put a lot of money behind it, they... These days you must put money in innovation to stay ahead – and that is where companies fail – they don’t put money or thinking behind it.”

P21FIS: “If the organisational culture does not support innovation, the amount of effort that is required to let it work is ten times more than in another company that has a culture that supports it.”

- That was compounded by the perception of a culture perceived to be closed (P12FIS; P25FIU; P27FIU; P3FIU) and individualistic (P7FIS; P9FIS):

P3FIU: “It happens like this at our company. You are not allowed to do this. In this company we have not done this and we don’t do it – but says who.”

- Evident of negative aspects of the culture were language-isms (P3FIU: “... they talk about all these nice, fluffy things like “client centricity”, “service”, “accountability”), cultivation of fear resulting in passiveness regarding new ventures (P12FIS). That resulted in several communication challenges (P11FIU; P3FIU) as pointed out by:

P11FIU: “It is so unnecessary – is it really not part of your hierarchy that you can communicate directly to me? Maybe it is personal or I am just emotional, but I was flabbergasted.”

- This resulted in a lack of group identity (P7FIS), lack of knowledge

sharing and mistrust (P8FIU) and low morale (P11FIU; P2FIU). A concern was expressed that the current culture enticed staff to circumvent red tape in order to innovate: "... start on something without the MD knowing ..." (P21FIS).

- Countries removed from the Head Office felt isolated and disempowered because of an apparent dictatorial attitude from the Head Office (P6FIU). Two male participants referred to the culture as male dominant and egotistical (P7FIS; P9FIS). As nobody in that specific conversation commented on that, it was also not followed up. The culture was perceived as punitive: P3FIU: "Very important as a project can fail when you go against the culture."

The discussion on culture was summarized in an observation that the resultant employer brand was perceived as non-innovative because of the culture:

P8FIS: "Too big to fail and too big to be agile ..."

P7FIS: "Yes, they've become cumbersome ... it just goes on relentlessly."

Another perceived stumbling block impacting team dynamics was leadership. The observations from both Groups A and B related mainly to management and leadership being too traditional in their approach towards project management (P3FOU; P5FIS). It was noted by P5FIS that:

"... they must encourage good effective teams to flourish and not necessarily focus attention on acceptable behaviour according to them."

That old school mentality (P7FIS) was prevalent in what P3FIU observed:

"... I do not think we are involved enough. ... in every organisation you get the old boys club, you know, those guys who have been here from the beginning and they keep their business very close to them."

Leaders were perceived and experienced as being unsupportive of innovation:

P10FIS: "If you discuss it with your manager who may not be interested in innovation – maybe that is not supported, it makes it very difficult."

- Leaders often rejected innovation ideas (P17FIU; P14FIU) and communication practices greatly lacked (P17FIS; P19FIS):

P19FIS: “Particularly I think on the communication side, I’m giving an example, if a company that is just merged and basically is restructured, we find ourselves having to pick up the pieces and running ... We find that you wake up one morning and you sent an email to somebody and they are no longer there.”

- Other stumbling blocks impacting team dynamics and affecting the real team experience directly, were structures and systems. These did not contribute directly toward answering the research question. It was briefly discussed as it could impact successful team outcomes, even if the emotive outlook profiles and patterns seemed appropriate toward ensuring team success.
- A prominent aspect related to technology especially insufficient access to technology (P10FIS). Systems were either perceived to be underdeveloped (P23FIS): “... if you need the system to do something and the system is not yet ready or fully developed and if the enhancements are not yet up to that level...” or system enhancements were perceived as inappropriate (P13FIU):

“... may not need these add-ons. The same platform that is being used across Africa – the majority of companies may not need all these enhancements ... We always have to make that special request ... So we do not know whether it is going to receive attention – so that is some of the challenges we face.”

People lacked sufficient knowledge of the current technological systems available in the company (P3FIU).

- An interesting cultural aspect was that the regions felt that their cultural complexities were insufficiently understood by the Head Office, leading to a perceived interference in how they conducted their business:

P26FIS: “We want to keep the client, but HO say you must leave the client – it is loss making. But then we must always inform them that we will make these decisions, whether you like it or not.”

P9FIS: “And sometimes I think we believe that we understand the different nuances in countries, and let’s say, legislation be one of them, and we don’t.”

- As participant P8FIS rightly observed:

P8FIS: “... and the environment that we work in is, there is an added

complexity, because we're dealing with twelve different countries and legislations ... the process you need to follow is not always clear ..." the international nature of the business adds a lot of complexity.

- It was interesting to note that participants experienced current company structures and procedures (P1FIS; P8FiS; P2FiS) as insufficient and bureaucratic (P21FIS):

P21FIS: "At times, from my thinking, bureaucracy can hamper us a lot. If the whole long line has to make a decision..."

This was reflected in a committee based approach that impacted innovation negatively (P15FIS; P20FIS; P12FIS):

P12FIS: "There are just too many structures – we must be able to jump the structure if it is a good idea."

- Regions lacked information on the business model: P17FIS: "We don't know, you know ... And sometimes we don't know who is who or what they are going to do about it." leading to over reliance on the Head Office (P2FIS):

"I also think out IT, HR, structures and almost everything are very reliant on the Head Office ... Makes the innovation culture stagnant. We seem to be copying from the mother company and cannot come up with our own things ... We must still seek approval from our Head Office. If they are not ready for innovation then it is dumped..."

6.4 Qualitative Findings: National Case

6.4.1 Discussion of Findings: National Case: Innovation Sponsors/Champions

6.4.1.1 Introduction

The Innovation Sponsors formed an important resource to provide insight into the profiles of members who formed part of innovation implementation teams. The definition of an Innovation Sponsor/Champion also shed further light: "... a high level manager, who can command power and resources to push an innovation idea into good currency and thus procures and advocates for the innovation" (Garud et al, 2015, p. 342). The discussion of the findings focused on the following research questions:

Question 1: What were the emotive outlook patterns of individuals who formed part of successful and unsuccessful implementation teams for innovation projects?

Question 2: Do specific distributions of emotive outlook patterns emerge

amongst team members of successful and unsuccessful innovation projects?

This discussion was contextualized by sharing the perceived role of the Innovation Sponsors/Champions, based on experiences in such roles. This was summarized as having the following characteristics:

Cluster	Characteristics	Participant
Nature of Innovation	Innovation comes with variety	P9NCN; P7NCN “So I think because innovation is about the new, about the change, the different, that just appeals to my personality” (P9NCN).
Role Expectation	Manage by example Stimulate innovative thinking	P5NCN “And if you display or portray the slightest aversion to a topic like that, what do you think will happen in your organisation? You will stagnate and probably die over the years a slow death” (P5NCN).
Psychological	Passion for innovation	P10NCN; P7NCN; P3NCN
Orientation	Belief that everyone as potential Innovation not part of self-image	P9NCN; P10NCN; P7NCN; P3NCN P6NCN “Ah, I would not consider myself as an innovation champion ... I am not a person who is too innovative and I rather focus on the technical stuff that is important for my client” (P6NCN).

The Innovation Sponsors/Champions in the National Case viewed their roles positively as well as others’ potential. An interesting view was that innovation was not necessarily considered as part of a Sponsor/Champion’s self-image (P5NCN) – although the impact thereof could not be determined during the interviews.

Observations expressed by the Innovation Sponsors/Champions should be seen in the context of their organisations’ realities as being part of the financial services industry. A stringent risk framework (P1NCN; P10NCN) coupled with a perceived low risk appetite for innovation (P1NCN) as well as staff being caught up in these realities (P3NCN; P1NCN) impacted innovation adversely:

“... and the guys that really see themselves as innovators – for them to improve processes is sometimes difficult because they are caught up in operational stuff of the organisation” (P3NCN).

Workload prevented Innovation Sponsors/Champions from taking time for reflection (P4NCN); P8NCN):

“My profession is you do the same thing over and over again ... You are so under stress to produce and with all the pressure on you, you can’t think” (P8NCN).

Another stark reality related to a lack of talent (P8NCN; P6NCN; P10NCN; P5NCN; P4NCN). Current work routines also discouraged innovation behaviours (P2NCN; P6NCN; P8NCN; P7NCN).

6.4.1.2 Discussion of findings: Primary Theme 1: individual sense-making

Individual sense-making by Innovation Sponsors/Champions was discussed both from an internal and external focus for sense-making as secondary themes.

Except for emphasizing newness/novelty (P1NCN; P2NCN) emanating from incremental or minor changes (P1NCN; P3NCN), technological developments (P6NCN; P2NCN; P3NCN) or lack thereof (P1NCN; P3NCN; P4NCN), innovation should lead to an improvement to be useful (P5NCN; P6NCN; P4NCN; P7NCN; P3NCN; P2NCN).

Improvements could relate to what already exists (P2NCN), technologies (P10NCN), service delivery (P8NCN; P4NCN), working smarter (P8NCN), economic development or strategic growth (P4NCN). The following observations of participants reflected that:

“To me it is very simple – it is a new way of doing things better. And that could be anything ... a product or service offering ... a back office process, whether it is the way you interact with customers” (P1NCN).

“... but also about incremental change on the smaller stuff, where you improve efficiencies and you actually improve customer service” (P3NCN).

“Well in short, improving on what we deliver, day after day, improving on that” (P5NCN).

“My definition of innovation: it is process, more than a bright spark lighting up” (P10NCN).

“It might be something that somebody else has used somewhere else, and you bring it and adapt it for your environment” (P2NCN).

Interesting insights indicated innovation to be considered as a process and not a quick fix (P9NCN; P10NCN) whilst the organisational size was seen as impacting innovation in different ways (P3NCN). A more philosophical perspective was provided by (P3NCN; P7NCN), linking innovation to meaning and life satisfaction:

“... it is something that happens inside you and it is the way you look at the world – it is all about perspective” (P7NCN).

“Look at things in a different way that might improve things and it might just make life more meaningful, bring out more joy and purpose in life” (P7NCN).

When the individual seized the presence an innovative moment could be created (P7NCN), implying innovation to be a present time scenario.

A more cynical perspective was presented in that innovation was often only spurred by a crisis (P7NCN; P10NCN), requiring evaluative and critical thinking (P2NCN):

“So it is the ability to think, what we have been doing is a long time – so let me look over the fence and see what other people are doing in the same scenario, what are they applying” (P2NCN).

Innovation was experienced as providing for standardization (P6NCN): “Making sure that everybody complies with one important methodology” enforced by somebody else (in this case a Head Office), as well as the lack of apparent understanding of the meaning of innovation (P1NCN; P2NCN; P3NCN):

“Some people think innovation is just all about high tech stuff and having drones ...” (P3NCN).

“... everybody drives it from their perspective, depending on their mental model and not necessarily from the realities of the organisation ...” (P2NCN).

A denial mentality worsened that (P10NCN):

“No, everybody is well fed and there is not sufficient understanding or willingness to even conceptualize actually that the world around us is actually in trouble – we can’t sit on this island forever” (P7NCN).

“Look at things in a different way that might improve things and it might just make life more meaningful, bring out more joy and purpose in life” (P7NCN).

Another aspect of internal sense-making related to the view of their companies' approaches toward innovation. Interesting aspects raised were the perceived lack of implementation as noted by P1NCN:

“And how do you turn good ideas that people have into practice. And we had some consultants in that they build a model around that, but somehow it just never worked” (P1NCN).

P5NCN ascribed that to: “... but for some or other strange reasons, it is almost like energy levels, you know they spike and then they have their valleys and then they spike again”

Although (P2NCN; P3NCN) perceived progress in their companies' innovation efforts, it was observed that: “I think there is a crises of thinking actually here” (P2NCN).

Perceptual habits, as well as separating the business and the innovation processes, affected progress negatively:

“And some of it is not wrong in that they have stagnated, but it is hooked to launching new products and new technology solutions all the time, rather than pulling it into your normal day-to-day processes, and almost conducting innovation there” (P10NCN).

Sense-making from an external focus related to views on innovation in Africa and the financial services industry. It was observed by P5NCN; P2NCN; P9NCN; P3NCN; P6NCN, that Africa had the potential to be innovative. Some participants (P2NCN; P3NCN; P4NCN) were outspoken on a perceived lack of innovation in Africa. They ascribed that to experience, insufficient innovation confidence, ethnocentricity and delusion of focus because of contextual issues. Interesting observations in this regard were:

“And I think we should also start believing in ourselves. That is something that is very much missing ...” (P4NCN).

“Unfortunately we have so many other disruptive variables that prevent us from focusing” (P4NCN).

“... we as Africans do not work as one together ... We don't trust each other

...This is detrimental competition” (P4NCN).

The Financial Services Industry per se was perceived as not lending itself necessarily to innovation due to controls (P2NC; P20NCN), external factors, client expectations, technological developments and continuously changing rules. Industry players should remain updated in order to be innovative. Observations in this regard were:

“I think it is of critical and utmost importance to embrace innovation ... the changes in the industry ... is simply immense and massive” (P75CN).

“Regulation, because of this double control mindset of the Regulator” (P10NCN).

“... these experience you can design around the way clients interact with the Bank” (P2NCN).

“I think the industry sees innovation as technology ...” (P2NCN).

“... you focus on IT innovation which means another system, another platform ... and you give the clients an app which does not really work and they don’t really work on it ...” (P2NCN).

Interesting insights on perspectives of innovation drivers were market forces such as non-traditional entrants perceived as increasing competition (P1NCN; P5NCN; P9NCN). It was observed that:

“... the disruption is not only coming from the financial services industry, but from other industries as well. It is happening all around us – all the signs are there” (P9NCN).

“Just look at how technology enabled non-bank players to come into the picture ... as been massive” (P5NCN).

Related to that, the changing industry and government legislation acted as catalysts for change (P4NCN; P5NCN; P8NCN).

Participants linked employer brand to innovation, which was perceived as a way to attract talent, contributing toward creating the public image of the company (P4NCN; P5NCN; P7NCN). Interesting observations in this regard were:

“You know, people were increasingly taking note of us ... to change jobs and leave the old ... better career opportunities in this organisation, it is growing, it is

maintaining itself” (P5NCN).

“... we look at our brand perception as to how industries are perceiving us ... so we had to look at ways of showing more innovation in terms of how we can service our customer better” (P4NCN).

The participants experienced talent as an important innovation driver. Such talent was referred to as the “right people” (P5NCN), “fit-for-purpose staff” and “people who are digital savvy” (P3NCN).

Innovation driven by a sustainability agenda was perceived as leading to a competitive edge and profitability. A process of continuous reflection of the environment and the company’s progress seemed a necessity. Substantive observations were:

“And I think for that reason (competition) xxx should become more innovative ... So the question of whether it is overrated or not, it is essential” (P1NCN).

“I think innovation is driven by the requirement of reality around us, the environment, your competition” (P5NCN).

“My experience ... you had to be very innovative to stay ahead of your game. So there we had to come up with new products all the time ...” (P4NCN).

“What is bottom-line compare to sustainable growth and a sustainable future ... there is so many things happening that is integrated with business ...” (P7NCN).

6.4.1.2.1 Summary of findings: Individual Sense-Making

Opposing views were aired by Innovation Sponsors/Champions. Firstly, opinions were expressed on the meaning of innovation. Views were presented on novelty, improvement and working smarter. A philosophical approach relating innovation to lives meaning was contrasted with a more cynical view where innovation was linked to crises.

As regards to the view on the companies’ approaches, lack of implementation and possible related causes were discussed by some Innovation Sponsors/Champions. References were made to Africa’s inclination or not to be innovative, as well as

perceived challenges inherent in the financial services industry.

Innovation drivers were identified such as market forces, the employer brand, talent and whether sustainability was the actual driver. These drivers were discussed in the context of sense-making, adding interesting additional insights.

6.4.1.3 Discussion of Findings: Primary Theme 2: Team Innovation Identity Formation

The second primary theme related to Team Innovation Identity Formation from a current and team dynamics point of view. The question could be asked whether the approach of the Innovation Sponsor/Champion had a Pygmalion effect.

Important for team identity information was focus, commitment and involvement (P1NCN; P9NCN; P2NCN) by using an integrated approach in thinking and doing (P1NCN; P3NCN) as it related to processes (P9NCN) linked to culture change (P10NCN). Foundational to that was a supportive environment (P1NCN; P3NCN; P4NCN). It was noted by several participants that:

“So we have not formed, the leadership cadre has not defined what we see as innovation ...” (P9NCN).

“I think if you are really serious about innovation, and you want to make it part of the way you work in the organisation or the way you live, it would be the place to start. If I can use a concept like risk management, which is, especially in the banking world, not something that you can do on the side, or done by different people, it has to be part of the way you think and work” (P7NCN).

“What we are focusing to change is around the whole cultural discussion and actually moving over to the self-management and leadership characteristics that you can lead from any chair” (P10NCN).

Without that focus and support, team innovation identity information seemed to be negatively impacted. This was reflected in the divergent opinions on the current criteria for team selection and the experiences of team successes. Current selection criteria were perceived to be focusing mainly on skills (P9NCN; P8NCN; P4NCN) and as P8NCN mentioned: “It is a very risky job, which means they must be technically very

good at what they are doing” (P8NCN).

Personality requirements were not necessarily taken into consideration by some (P8NCN). Other participants (P9NCN; P8NCN) mentioned that no formal criteria existed, but a multidisciplinary (P9NCN):

“The other criteria is in terms of the practicality or functionality. If someone e.g. is in marketing, and the project is about advertising, they will involve that person” (P9NCN)

project or output approach was followed (P9NCN; P4NCN; P8NCN; P2NCN). Participation was voluntary (P9NCN), whilst members should network (P4NCN). For P6NCN members should not be overly creative. Outsourcing was considered as an option if skills lacked internally (P9NCN):

Tenure as a criterion should be reconsidered as noted by P1NCN and P10NCN:

“If I look at our organisation, the longer people have been in the organisation the less they are inclined to want and change this and improve this” (P1NCN).

“All of them good people, but the challenge we run into is getting more of the same attitude and mind-set. Over the years the hard core team members have learned a few hard lessons of when not to do stuff in terms of disrupting the system” (P10NCN).

Although teams experienced successful from a technical point of view (P6NCN; P4NCN), challenges remained availability of talent (P6NCN) and incorrect composition of teams leading to the experience of lack of progress (P9NCN):

“I would definitely say that there were instances where the wrong team was selected, not the wrong team, but the wrong participants” (P9NCN).

A concern was that due to unavailability of expertise, there tended to be an overreliance on one person (P9NCN). P9NCN experienced that:

“You need specific subject experts because a project is in a specific area and the person has to be there – sometimes it is the only person who has the required knowledge to do it” (P9NCN).

The impact of team dynamics on current teams that contributed toward innovation identity formation of teams was the experience that successful teams had common

goals and objectives (P8NCN; P3NCN). It was perceived that the leaders of these teams played an important role. Perceived strengths of such leaders were in the area of emotional intelligence (P2NCN; P8NCN; P9NCN) and P8NCN noted that in one such highly successful team all the leader had: "... was social capital networking, and not necessarily lots of technical insights" (P8NCN).

From a team emotional intelligence point of view successful teams were observed as having strong team identities (P8NCN) and positive approaches throughout the project phases (P8NCN; P9NCN):

"... but I have noticed that when projects start well and they end well, the chances of it going further down the line is better" (P9NCN).

The team identity was also linked to team membership pride as P2NCN mentioned: "I think they were very proud and the manner in which they were recruited ... You were invited to serve to this."

The team displayed a sense of confidence based on their success experiences and P9NCN noticed that: "If it goes well and you see in the first couple of meetings that milestones are reached, within budget, the team is working together, the belief is "okay, we can deliver this project."

The team members displayed positive conflict management skills (P8NCN; P3NCN; P2NCN):

"There are differences in opinions, but it is never that you get to a standstill and that nothing will happen" (P8NCN).

"And they are not averse to challenging one another ... we are trying to achieve this common goal, but let us not be destructive in this whole process" (P3NCN).

The attitudes of team members were observed to be positive reflecting cooperation and helpfulness toward each other:

"So they take over each other's jobs just too quickly help the processing thereof. So that is like supportive interaction that they have as a group ..." (P89NCN).

The views raised on the current teams' dynamics could be compared with those of

the unsuccessful teams. A first observation in this regard referred to member interaction, meaning lack of chemistry (P9NCN; P6NCN), dysfunctional member behaviours such as apathy and conflict avoidance (P2NCN; P9NCN) leading to frustration and defensiveness amongst the team members (P2NCN) as well as disrespectful behaviours toward one another (P4NCN). Of note were observations such as:

“You can see the relationships on the teams who have not performed well are not as healthy as the projects where it does go well” (P9NCN).

“They are also on their back foot – they are always argumentative. A problem to be solved is always seen as an argument. They always have a tone of defending or attaching ...” (P9NCN).

Over reliance on one person, member overload and stress were perceived as having a major impact, whilst a member’s personal circumstances often contributed toward this (P7NCN):

“And that is one thing that you cannot actually ignore of what is happening in your home How happy are you there, because if you are not happy there it is very difficult to be happy in the work, unless you have the ability to cut yourself off from that” (P7NCN).

Such team dynamics were perceived to be fueled by poor planning and a lack of sense of urgency (P3NCN). The inclusion of consultants was perceived as negatively (P2NCN), impacting the groups’ sense of efficacy:

“Definitely, when things go sour the belief of that we can pull things off successful also goes down” (P9NCN).

A perceived lack of leadership focus contributed toward such team outcomes:

“Because some team members might have been very excited about what was proposed, but if the leader starts changing the game, you lose people’s motivation” (P2NCN).

The mindset of the Innovation Sponsors/Champions contributed toward creating such contexts. Most were positive about their role and that the potential of others (P9NCN; P7NCN; P10NCN; P5NCN; P3NCN). One participant did not consider innovation as part of his role. Interesting observations in this regard were:

“So I think because innovation is about the new, about the change, the different that just appeals to my personality” (P9NCN).

“And if you display or portray the slightest aversion to a topic like that, what do you think will happen in your organisation? You will stagnate and probably die over the years a slow death” (P5NCN).

“Ah, I would not consider myself as an innovation champion ... I am not a person who is too innovative and I rather focus on the technical stuff that is important for my client” (P6NCN).

6.4.1.3.1 Summary of Findings: Team Innovation Identity Formation

Process factors, the environment, focus and the approach toward team composition were identified as impacting team identity formation either positively or negatively. Interesting observations related to outsourcing, tenure and the use of consultants.

The availability of talent and expertise impacted team identity formation directly. An important variable was identified as leadership where leadership behaviours were considered as one of the catalysts for team identity formation.

Team identity formation was impacted in several ways by team member dynamics. These were observed in members' behaviours toward each other as well as observable emotional behaviours.

6.4.1.4 Discussion of Findings: Primary Theme 3: Innovation Disenablers

In these discussions the focus was on toxic emotions (related to emotive outlook) as disenablers. A first identifiable emotive outlook pattern in a negative sense was (lack of) resilience, described as:

- Lack of courage (P1NCN; P2NCN).
“They don't bother challenging as it is just too much effort having it debated” (P10NCN).
- Complacency (P1NCN; P5NCN; P10NCN).
“I don't know, maybe we were not hungry anymore ... We became big, successful and I do not know, maybe we just lost the hunger to do it” (P1NCN).
- Work ethic (lackadaisical) (P6NCN).
“... people would do the same mistake just over and over. And it is as if they couldn't care less” (P7NCN).
- Lack commitment (especially in team) (P4NCN; P7NCN)

That related to the continuum on the resilience scale as described by Davidson and Begley (2012).

A second identifiable emotive outlook pattern was negative outlook:

- Frustration due to system constraints (P1NCN; P10NCN). “So the effect down the line is that people get more and more frustrated” (P10NCN).
- Apathy and disengagement (P2NCN). “... just sitting in a meeting and saying something like: ‘It’s not my problem’” (P2NCN).

A third emotive outlook construct related to Attention, but lack thereof:

- Reactiveness (P8NCN). “It is just that they are not looking ahead on how to improve it” (P10NCN).
- Over-analysis prevents the comprehension of the complexity of issues (P7NCN). “... one actually needs to understand that the complexity of things is when we don’t bring analysis into synthesis. ... And that is the problem with life, we are so involved in the detail that we do not see the bigger picture” (P7NCN).

Fourthly, Self-Awareness and more specifically observed insufficiencies:

- Feelings of insecurity because of presence of consultants (P9NCN). “But from a team dynamic, health point of view, some members view these people as taking away jobs, ...” (P9NCN).
- Change resistant (P8NCN). “Yes, yes, because we are living with frameworks and perspectives that need to be dusted” (P7NCN).
- Old/outdated mental models (P7NCN).

It was experienced that members behaving in such ways negatively affected social interactions. That related to the construct of Sensitivity to Context. Observations were:

- Disruptive behaviours in team meetings (P2NCN). “And say, I do not understand it that way. Although agreement has been reached, you kind of introduce red herrings – and then we all get distracted by the red herrings and then we are losing focus” (P2NCN).
- Selfish, egotistical behaviours (P4NCN). “... the ego is the problem. The ego is that me, myself and I are the only thing that matters” (P7NCN).
- Unwillingness of experienced staff to share knowledge (P10NCN). “So that is where it becomes ineffective: in that some people are clever and they realize that their scarce skills give them leverage. So they don’t train others, they don’t develop other skills” (P10NCN).

Emotional behaviours, as observed in certain (negative) emotive outlook patterns, seemed to be context based. A major contributing influence was experienced as a

certain leadership style. That leadership style was experienced as lacking action and force (P1NCN; P2NCN; P9NCN) with perceived self-image problems amongst leaders (P2NCN; P10NCN) resulting in blaming behaviours, lack of unity and reliance on an autocratic style. Observations relating to that:

“I think leadership ... they haven’t figure out how to drive innovation in this conservative highly regulated environment” (P10NCN).

“That is the sickness of our millennium and the whole way corporates have been constructed and evolve over the years: command and control. We definitely got pockets where it is very evident – people don’t bother thinking anymore – as someone else will check it” (P10NCN).

“A second belief that I got is, and I have to be proven wrong on it, and that is that over time you don’t often enough get people who recruit people better than them” (P10NCN).

“And I am already seeing that there is some fragmentation but I believe the fragmentation is around the leadership within the team. It is the leaders that create that lack of cohesion” (P2NCN).

“So what you have is people getting through the ranks and ending up in the senior management ranks, they are less inclined to do it than people who are coming from the bottom. So what you have is people who are not driven by innovation and change, having to make it work” (P1NCN).

Another aspect contributing towards creating this context was the perceived culture. When a culture in a company was perceived as having cultural/ethnic links, challenges were created as (P3NCN; P2NCN; P10NCN). As P2NCN observed:

“- the community is too small to challenge your line manager, because he ends up being your second cousin – the relationships are too sensitive, so there is not sufficient constructive debate happening to innovate in my view” (P2NCN).

When cultures were perceived as overly focused on the individual or on failures versus being focused on contributions, certain negative emotions were prompted. P7NCN observed in that regard:

“... but each individual has his own perspective of life, and we don’t see the commonality” (P7NCN).

“... we have made the individual só important that everything is put in the hands of the individual. So when you are a failure, you are a big failure, when you are a success, you are a big success. It is not a shared community” (P7NCN).

That then led to challenges such as being overly cost-conscious, resulting in team members remaining in their comfort zones (P2NCN; P1NCN; P10NCN):

“... that is the curse that comes with a successful organisation – people have this comfort zone that they are in – everything is going so well. Why change it?” (P1NCN).

Structured and systemic prompts also contributed toward the creation of a certain context. One such prompt related to human resources practices. Examples provided were an apparent lack of career management and subsequent progress (P10NCN), leading to a disturbing observation that:

“If your supply of talent is not there, poorer performance is tolerated much longer” (P10NCN).

Work routines (procedures, job design) also limited innovation (P8NCN; P6NCN; P7NCN; P2NCN). It was observed by P2NCN:

“The organisational design is very hierarchical, very rigid, our job descriptions ... very difficult to move people around ... too many things that stop a person from putting up his hand to go and work in a team on innovation for six or eight months” (P2NCN).

The nature of some professions (P6NCN; P8NCN) was experienced as adding to that dynamic.

6.4.1.4.1 Summary of Findings: Innovation Disenablers

Whether an issue was identified as disabling seemed contextually bound, based on unique experiences. The observations regarding certain emotive outlook patterns, which could contribute toward being innovation disenablers related to insufficient resilience, negativity, lack of attention, inappropriate self-awareness and insufficient sensitivity to context.

Leadership styles and behaviours also contributed toward innovation disenablers in the environment as well as organisational culture. From a structural and systemic view certain perceived human resources practices, established work routines and the nature of certain professions contributed toward creating that context.

6.4.1.5 Discussion of Findings: Primary Theme 4: Innovation Enablers

The fourth primary theme related to emotive outlook, emotional and structural prompts conducive for innovation success. The Innovation Sponsors/Champions made certain recommendations as to the most appropriate emotive outlook profile for teams, based on their experiences.

Firstly, the emotive outlook construct related to Outlook. Observations were:

- Realistic optimism/positivity (P4NCN; P10NCN; P6NCN).
 “I wanted to stay positive, but is often that people who are negative about the status quo that are the best change agents. They appear negative, but it is being negative about what there is today” (P1NCN).
 “... that mind-set of challenge – it comes more from attitude than from intelligence per se...” (P10NCN).
- Willingness to learn (P4NCN).
 “So you will take the best people that can deliver and those people, their attributes are being positive, they are willing to learn” (P4NCN).
- Group-efficacy (P3NCN).
 “A can-do attitude and – and you are bend on success. You want to be part of such a smart team” (P3NCN).
 “... see what the positive outcomes of this could be as oppose to what the threats could be. I think that is a very big differentiator ...” (P3NCN).
- Problem-solving approach (P3NCN).
- Interested in and ability to work in a team (P10NCN; P7NCN; P2NCN).
- Interdependency (dependent on others) (P2NCN).

Secondly, Attention as an emotive outlook construct. That was described as members’ mental focus. Observations were:

- Creative, out-of-the box thinkers (P1NCN; P10NCN; P8NCN).
 “... open to engage in new thinking” (P10NCN).
- Curiosity (P7NCN; P10NCN).
 “People asking more questions would have a better chance of getting into the team” (P7NCN).
- Conceptual abilities and focus (P1NCN; P10NCN).
 “... their conceptual ability of all the challenges they will have to meet in the process, and understanding those challenges” (P1NCN).
 “... the ability to understand consequences in the complexity that we got ... so the key about the mind-set there is understanding, that there are independencies through this complexity” (P10NCN).
 “Some people are much more inclined to take risks, doing things differently than others” (P9NCN).
- Calculated risk taking (P9NCN; P2NCN;

- P10NCN; P8NCN).
- Being output focused (P6NCN; P2NCN; P7NCN; P8NCN).
 “So it is again coming back to perspective and focus. If you don’t see the meaning there, then you are elsewhere” (P8NCN).
 “... it comes down to the right focus to the right thing ...” (P8NCN).
 “People jumping to conclusions will not have a very good chance of getting into the team without gathering enough information” (P8NCN).
 - Calculated decision-making (P7NCN).

Thirdly, specific observations related to Resilience as an emotive outlook construct:

- Team resilience rather than individual resilience (P1NCN).
- Improvement orientation (P8NCN; P10NCN).
 “I would pick those ones that would eagerly want to improve that goes the extra mile that will take the work home and say ...” (P8NCN).
 “People who just want the job over and done with, they would not have a good chance, and even those who are just looking at their watch, they would probably not have a good chance” (P7NCN).
 “I think grid – means perseverance ... just have this sheer determination to succeed” (P2NCN)
 “So due to the nature of the business it is a volumes game” (P10NCN)
- Dedication and commitment (P7NCN; P4NCN; (P7NCN; P2NCN).
 “The person is too slow, not performing as he is wanted or he is too junior a person, not enough exposure ...” (P6NCN).
- Being energetic and hardworking (P5NCN; P4NCN; P10NCN; P6NCN).
- Having sense of time urgency (P6NCN; P10NCN; P8NCN).
 “... he is extremely efficient, will work through the night to finish work” (P4NCN).
- Strong work ethic (P3NCN; (P4NCN).
 “I have to ask who will help me to achieve the results needed” (P4NCN).
- Focused on results (P4NCN).
- Ability to cope with setbacks (P2NCN)

The emotive outlook construct of Social Intuition also surfaced. It was observed by participants as:

- Listening abilities (P7NCN).
 “The people who listen well and focus on the questions they asked, and the questions asked by other people, they would have a better chance” (P7NCN).
- Stress management skills (P3NCN).
 “... but some people can succumb to these pressures and other people thrive on it ...” (P73CN).
- Emotional control (P7NCN).
- Emotional maturity (P7NCN).

Self-Awareness was identified and evidence in this regard related to:

- Realistic self-appraisal (P1NCN; P3NCN). “I my limited experience it is not the talkers and the extroverts. It is not the people who say they can do it” (P1NCN).
- Self-honesty; capabilities; circumstances; own value-adding capability (P7NCN; P3NCN; P10NCN). “... and if you are honest to yourself and your organisation there are just two questions: Am I able to add value to this meeting, does the meeting add value to me?” (P3NCN).
- Preparedness to become vulnerable by asking if lacking understanding (P4NCN; P7NCN).

Lastly, Sensitivity to Context was identified. Specific comments were:

- Interpersonal skills (P7NCN; P4NCN; P10NCN). “... You should be able to work with other people and not overly sensitive when criticized” (P4NCN).
- Assertiveness (P7NCN). “... not being afraid to ask questions” (P7NCN).
- Conflict management skills (P3NCN; P7NCN).
- Emotional control (P7NCN).
- Networking (P10NCN).

Sensitivity to context could also be linked to the requirement of networking (P10NCN).

The observation was made that change-orientation be introduced as a possible additional emotive outlook construct. Several interesting observations indicating that, were:

- Mental capacity to cope with change (P3NCN). “Change-fit – I do not think there is one silver bullet for that. Sometimes it is an attitudinal thing, sometimes it is a profile thing” (P3NCN).
- Preference for change (P9NCN; P10NCN). “So work with the people who want to do it, because then you automatically gets the enthusiasm” (P9NCN).
- Trainable (P4NCN).
- Prepared to be coached (open to the experiences) (P10NCN).

Other requirements to be considered for team composition in order to increase chances for successful outcomes, related to the leadership role consideration:

“Yes, the Greeks had the saying ‘know yourself’, so everything starts there. First

you need to understand yourself as a leader and as a manager ...” (P7NCN).

Leadership characteristics mentioned were self-knowledge (P7NCN), emotional intelligence and sensitive toward potential members’ personal stresses (P7NCN; P6NCN; P3NCN; P4NCN):

“You need to know the people in your firm and in your team, and what makes them tick, what makes them happy, what are their future plans, why are they here” (P7NCN).

Another observation related to managing by example, especially in terms of focus and work ethics (P1NCN; P2NCN; P4NCN; P8NCN):

“There was a strong leadership quality that filters down to producing what needs to be produced” (P8NCN).

The leader did not necessarily have to occupy a senior position:

“... get this team of people to innovate and get an innovator in charge of them, regardless of whether he is a senior or junior manager or not even a manager at all” (P1NCN).

It was observed by P3NCN that: “... never ignore the role of the team leader as facilitator” (P1NCN).

The team leader should be seen as supportive of the innovation (P3NCN; P6NCN; P4NCN):

“and somewhere there got to be a leader to this team - ... Knows enough to optimize the thinking of those ... ” (P4NCN).

Other considerations for such a team were mix of personality types (P2NCN; P9NCN). Interesting is the reference to a balance between extroverts and introverts (P1NCN; P4NCN), as extroversion was equated with an abundance of confidence:

“Bring in the others as well – who don’t say much, but listen more, who can do better than the one who is doing the talking all the time.” (P4NCN).

“Throughout I learned it is not always the extrovert that does the work” (P4NCN).

Teams were recommended to be of a multidisciplinary nature, experienced (P5NCN; P10NCN; P6NCN; P4NCN; P2NCN), skilled (P5NCN; P10NCN; P8NCN; P6NCN) and supplemented by outsiders as required. Also members should be technically updated (P7NCN), available (P10NCN) and output focused (P8NCN): "... I would consider who can do the job. So it is more focused on the outcomes." Team size should be preferably smaller (P4NCN), balancing task and people-oriented members (P7NCN): "Obviously you cannot pull all the strong members in one team."

An important consideration in choosing members remained the actual complexity required for task completion (P2NCN; P3NCN; P6NCN). The actual innovation opportunity, seemed to be a determining factor for team composition (P2NCN).

Leadership as a collective in an organisation played an important role. For innovation to thrive, a flexible and collaborative approach was considered as appropriate (P2NCN; P3NCN). When people were genuinely considered as the most important asset (P4NCN) with a holistic focus on the individual (P3NCN; P7NCN), hope was created (P7NCN):

"... we can bring in disruptive technologies and lots of things, but at the end of the day – it is developed by someone – most of the times it is employees who come up with those ideas" (P4NCN).

"The leader's style and leader's orientation can bring out the right behaviours" (P2NCN)

Another enabler related to observations that innovation processes be re-evaluated, but involving teams as part of that process.

There were important recommendations in the form of questions phrased by participants:

"I think we must be able to be honest with ourselves and say that we haven't been able to make it work ourselves. We must almost say how do we innovate to make innovation work?" (P1NCN).

That implicated a different level of self-honesty required by organisations for becoming more successful.

Teams dedicated to innovation required increased focus (P1NCN; P9NCN; P10NCN; P3NCN) and a relook at composition criteria (P2NCN):

“So structuring the teas, I think, we should be structuring the, vertically and horizontally. And it shouldn’t necessarily mean that the person who is the head of something be the team leader” (P8NCN), as: “... it is in the implementation where they get stuck ...” (P9NCN).

Outsourcing, although often resisted, seemed to remain a viable option (P1NCN; P10NCN):

“The reason why you should be looking outside is because of the old thing of group thinking. You know people are thinking alike and you are not necessarily going to get the really way out ideas coming from within the organisation” (P1NCN).

An enabling environment required by teams and individuals for succeeding in innovation efforts required a culture supported by appropriate human resources practices, supportive of innovation processes. Interesting observations were made regarding such an enabling culture (P4NCN; P3NCN; P7NCN; P10NCN):

“I am not too in favour of it (embedding innovation as a competency), because it has limited impact ... but I much rather like to ensure that we get the culture right and the behavioural model that we link strongly to the overall performance measure, that it impacts on bonus ...” (P10NCN).

“It comes back to culture for me – is encouraging people to challenge, think and listen better ...” (P10NCN).

“... you must show your staff that they are valued, that they are here to add value to the organisation” (P4NCN).

“My view is then that we need to understand that emotions are the core of being human ... That is probably where we make the mistake is that you kind of hide the emotions behind mind but they are interrelated” (P2NCN).

It was exciting to observe that emotions were recognized.

From a human resources practice point of view, observations related mostly to the measurement of innovative behaviours and the actual rewarding thereof.

“... include it in the KPI’s and behaviours that specify innovation as well in

terms of behaviours coming up with ideas, trying new things” (P9NCN).

“It is expected of you. If you do not innovate you do not meet expectations” (P1NCN).

“And that is where you put people on a pedestal, and say innovator of the month – there is a bonus of so much for you” (P1NCN).

“So if we allow our employees to innovate with us, and compensate them for that, we can definitely come up with the best solutions at the end of the day and we will retain our employees. They will not become our competitor – or take their idea to a competitor” (P4NCN).

Recruitment practices should be adjusted for innovation. (P10NCN) observed that:

“... fresh thinking and fresh skills. If we don’t challenge the mind-set of how people are recruited it is not going to improve by itself ... evaluate whether the new person coming in will actually lift the bar” (P10NCN).

Traditional career path planning could also be brought more in line: “And that means that careers become different ...” (P2NCN).

The culmination of human resources approaches, culture and leadership directly and indirectly impacted the development of enhanced feelings of self-efficacy and group-efficacy important for innovation. Despite that, individual recognition was still important (P3NCN; P7NCN and P8NCN):

“And it still remains individual, you do not expect it from the team, but for the individual” (P8NCN).

“So your success is based on the team, but the team consists of individuals, so it is also based on the individuals” (P7NCN).

An important focus should be on the group’s contribution (P2NCN; P7NCN; P10NCN) whilst the culture focused on innovation through storytelling of successes (P2NCN), increasing conversations on innovation (P4NCN; P8NCN). The observation of P4NCN summarized that:

“My experience has also shown me that if you do not put people in a conducive environment where things work on normal standards, it will never allow them to innovate” (P2NCN).

As innovation was seen as a disciplined defined activity (P1NCN; P5NCN; P3NCN; P10NCN), benchmarking could align sense-making throughout the organisation (P2NCN; P4NCN; P9NCN):

“I would say there is a definite need of what people see as the alignment of what innovation is ... So I think it is very important that the organisation defines what we see as innovation. So if we throw efforts at innovation that we are sure that this is innovation” (P9NCN).

With a compelling vision the case for soliciting staff’s commitment was stronger:

“Because it was an easy thing to sell to the people as they all realize they would benefit in some form or another ... So there was this common vision where people really felt smart about this” (P3NCN).

Supportive structures were perceived as catalytic for innovation:

“... one also got to create the structure within a specific organisation and say, listen guys we got this process of how we can evaluate smart ideas” (P3NCN).

The appropriate use of technology was considered as a foundational requirement (P5NCN; P2NCN; P3NCN; P8NCN; P6NCN):

“It goes hand-in-hand with technology ... that produces a result quicker. So you must use technology to get your efficiencies in without additional hours ... So it is all about technology, which you now combine with your end product that you have to supply” (P8NCN).

6.4.1.5.1 Summary of Findings: Innovation Enablers

Innovation enablers were linked to the emotive outlook constructs of Outlook, Attention, Resilience, Social Intuition, Self-Awareness, and Sensitivity to Context. A change orientation was considered to be an additional emotive outlook construct. Contextual issues considered as innovation enablers were leadership, team composition in terms of personality, size, being multidisciplinary and the task complexity. Organisational honesty was questioned and the impact thereof on the team.

Additional enablers were identified as outsourcing, culture, technology, and human resources practices. Storytelling was identified as a way to increase innovation

conversations.

6.4.1.6 Discussion of Findings: Generation Y as Enabler

It was interesting and exiting that Generation Y was mentioned (P10NCN). Generation Y could become a major enabler for innovation success in teams. Exiting aspects of Generation Y raised were orientation and ability (P8NCN; P10NCN; P2NCN; P10NCN):

“The younger people actually adopts easier to change because they are used to that” (P8NCN).

A consideration when including Generation Y implied that expectations be managed whilst creating enabling structures for accommodating their ideas:

“But a lot of small, younger people are innovating on their own, but there is not channel, no linkage for them where they can come to these big organisation and say ‘this is an innovation drive, are you interested?’” (P4NCN).

Challenging Generation Y required the provision of new growth opportunities:

“... but you challenge them to actually commit to the ideas because sometimes young people are the ones ... they put an idea in, they criticize something, but they are not prepared to put in the time to actually develop it properly” (P2NCN).

Exciting observations were made regarding a two-pronged approach to coaching: Generation Y acting as mentors and coaches to older staff on technology:

“And obviously they teach me ... So they help me tremendously, with technical stuff – for them that is nothing” (P8NCN), whilst managers and specialists displayed a stronger coaching orientation toward Generation Y:

“... and then when you work in a team of younger people your role is actually to encourage them to come up with those ideas, and to structure them in such a way that they are acceptable to be evaluated” (P2NCN).

6.4.2 Discussion of Findings: National Case: Focus Groups: Successful and Unsuccessful Groups

6.4.2.1 Introduction

The findings of the focus group discussions for the successful and unsuccessful groups were discussed, and compared in order to answer the following research question:

Research Question 1: What were the emotive outlook patterns of individuals who formed part of successful and unsuccessful implementation teams for innovation projects?

Research Question 2: Do specific distributions of emotive outlook patterns emerge amongst team members of successful and unsuccessful innovation projects?

The focus group discussions started off by asking participants to draw pictures of what innovation meant to them. The purpose was to serve as an ice-breaker and conversation prompt (Examples attached as Annexure S).

6.4.2.2 Discussion of Findings: Primary Theme 1: Sense-Making by Team Members

Based on an internalized meaning creation and experiences of their companies' approach toward innovation, successful and unsuccessful groups were compared.

Successful Team Members	Unsuccessful Team Members
<p>In terms of <u>overcoming deficiencies</u> the observations related to product and system improvement (P1NNFS; P2NNFS; P3NNFS; P4NNFS; P5NNFS; P6NNFS), without starting from scratch (P7NNFS).</p> <p>These members emphasized that innovation must lead to increased efficiencies (time, costs) (P8NNFS; P1NNFS; P7NNFS). It was noted that:</p> <p>“.. making a difference ... giving life to new ideas ... do things more quicker and more efficient. That will save time and money” (P8NNFS).</p> <p>“... this new idea and implementing this idea and try to improve on what might be of trying ways of</p>	<p>Response included product and process improvement and development, resulting in savings and value creation (P1NNFU).</p> <p>People, according to their view, must be empowered in order to achieve these goals (P7NNFU).</p>

doing things better and faster” (P1NNFS).

Such progress could lead to satisfaction (P7NNFS).

From a business sense point of view, successful team members view innovation as increased effectiveness and efficiencies for both the internal and external customer (P10NNFS; P13NNFS; P7NNFS; P12NNFS). This could imply leaner and flatter hierarchies (P5NNFS) and a change in the business operating model (P13NNFS).

This group makes no reference to the role of society.

The successful group members were more pronounced on an excellence orientation as integral to the meaning creation of what innovation is. According to their experience, excellence became visible in people with potential and confidence to implement ideas (P14NNFS) and delivering results (P17NNFS).

“... the idea ... It must result in something. For me the critical thing is that it does result in something other than just being a good idea” (P17NNFS).

It was also noted that if innovation should become part of the daily activities (P16NNFS; P3NNFS):

“Don’t just say something does not work, figure something out” (P3NNFS),

excellence could be achieved.

The successful group members also recognized that innovation could be reactive based on

In terms of sense-making from a business sense point of view, P2NNFU only referred to coming up with something new and meaningful to contribute towards profitability.

Only this group observed the role of society as part of the sense-making process. The community could benefit if their quality of life is enhanced (P3NNFU; P4NNFU). It was also noted that innovation be accessible to people in order to be useful (P4NNFU). P5NNFU observed the importance of any innovation to be environmentally friendly:

“my drawing is a little car using biogas. It just indicates a different type of gas we can use to drive cars. We don’t use the same gas – this is innovation to me – we can use something that is more efficient, is more how should I put it, does not harm the environment” (P5NNFU).

The unsuccessful group members had only one reference to an excellence orientation as it relates to innovation, observing that innovation must be purpose (P2NNFU).

The members of the unsuccessful teams cautioned that innovation could be expensive (P4NNFU) and that appropriate equipment is required (P6NNFS). This could provide an insight in their view of being reactive.

From an intra-psychological perspective, innovation was considered as jumping from the known to the unknown (P8NNFU), whilst it can be difficult and uncomfortable:

<p>changes in legislation prompting changes (P16NNFS).</p> <p>Interesting points were raised on <u>intra-psychological sense-making</u> of innovation. Innovation was equated with increased feelings of self-efficacy (P3NNFS), feelings of happiness (P7NNFS; P11NNFS), feelings of hope (P7NNFS), experiencing the process as enjoyable (P5NNFS), but also not necessarily easy:</p> <p>“... somebody can spot this seed or potential of this person. No the fruit, like you have to crush the fruit to get the juice from it ... So the process of implementing what was innovated is not always easy. It can come with some growing pains to get growth” (P14NNFS).</p> <p>People, however, could benefit from the process (P11NNGS).</p> <p>Technology was considered as a way of achieving improvement in innovation (P5NNFS; P11NNFS).</p> <p>For this group it was noted that pro-activeness could be achieved by constant environmental awareness (P15NNFS), creating an innovation space (P18NNFS):</p> <p>“Mine starts with some objective or request or question and creating a space ... You map out or define how something needs to be done, or you have some question ... you create the space for what you want to achieve (P18NNFS).</p>	<p>“Innovation always leads to change. Change is difficult and uncomfortable, some more than others. People would then say why before we start changing” (P1NNFU).</p> <p>In terms of technology, its role in innovation was acknowledged by these group members (P3NNFU; P4NNFU).</p> <p>Lastly, it was observed that providing insights, energy, and excitement, innovation could be a proactive process leading to new beginnings (P2NNFU; P9NNFU).</p>
---	--

Lastly, members’ experiences and observations of their companies’ innovation approaches contributed toward sense-making.

Successful Team Members	Unsuccessful Team Members
<p>Overall the successful group members viewed their companies’ approaches in a negative view. Participants observed that:</p> <p>“So they do not give it a priority. In terms of resources allocation it does not get the resources it requires, because people are busy with higher priority things” (P10NNFS).</p> <p>“A lot of these things don’t get money because it is not a priority because we have to make money” (P12NNFS).</p> <p>The culture and subsequent environments were also considered as not particularly supportive of</p>	<p>It was experienced by this group that the innovation process seemed to fail by members’ lackadaisical approach towards project management requirements (P2NNFU). The processes seemed to be under pressure as it was viewed that being innovative is not any longer a choice, but necessity (P11NNFU; P13NNFU; P12NNFU). It was observed that:</p> <p>“And for xxx where we are we cannot go without it now, we are forced to do change ... Times have changed and we need innovation now more than as in the past” (P11NNFU).</p>

<p>innovation processes:</p> <p>“... you are uncomfortable coming with innovative thoughts – you work in a frame ... you have orders and stuff” (P10NNFS).</p> <p>“But for me, going into the execution of innovative ideas, I do not think we have ever really done it right” (P6NNFS).</p> <p>It was recognized that in organisations the word “innovation” started to form part of conversations (P17NNFS). Although it was experienced as being a strategic focus area (P17NNFS) the process was experienced as very energy consuming (P18NNFS).</p>	<p>The members seem to lack belief (in some instances) of their companies’ ability to be innovative (P13NNFU). It was considered that the one company was more a market follower (P10NNFU), although speed efficiencies increased:</p> <p>“From my side it looks as if we do it quite fast – nowadays versus the old days” (P10NNFU).</p> <p>Innovation processes were observed to be hampered by the conservation nature of the industry (P11NNFU; P10NNFU; P13NNFU; P12NNFU).</p>
--	---

6.4.2.2.1 Summary of Findings: Sense-Making by Team Members

The Successful Team Members seemed overall to be more specific in terms of their views on innovation. Innovation was associated with a positive emotional point of view. An interesting view was raised on the creation of an innovation space. Overall the experiences of their companies’ approaches toward innovation were more negative.

Unsuccessful Team Members seemed vague in their responses, focusing more on strategic issues, e.g. profitability, society, purpose. It was observed that team members associated innovation with a certain resistance toward change. Overall companies’ approaches were experienced as negative hampering innovation.

6.4.2.3 Discussion of Findings: Primary Theme 2: Real Team Experiences of Team Members

Team members’ actual team experiences were grouped into three secondary themes: formation of the current team identity, experiences of the team dynamics and

perceived stumbling blocks observed during actual team experiences. The successful teams' and unsuccessful teams' experiences and views were contrasted in answering the research questions (Refer: Paragraph 4.2.1).

6.4.2.3.1 Current Team Identity Formation

The two different teams experienced their roles differently:

Successful Team Members	Unsuccessful Team Members
<p>These members experienced teams as having a well-defined role, as influential and with required financial resources (P5NNFS). It was viewed that the team was a stronger entity than the individual (P2NNFS; P7NNFS):</p> <p>“... you can break one needle, but as soon as you put them in a stack you can't. Automatically the team brings in strength and more ideas” (P2NNFS).</p> <p>“It is like you bought a house and make extensions. Every weekend you are with other people or friends. The one would say this would work and the other one that would work. At the end you have a picture of everybody's ideas. And from that you can match your idea and from this it can work just the other way around of what you thought of first” (P7NNFS).</p> <p>Being part of these teams was also experienced as positive as there was a visible outcome in terms of growth (P2NNFS; P5NNFS; P7NNFS). Furthermore interpersonal relationships were supportive of individual growth (P7NNFS).</p>	<p>Teams were experienced as lacking identity and status, being poorly constructed and planned (P2NNFU; P11NNFU; P13NNFU):</p> <p>“I think we don't always plan that properly beforehand. So it is – on many occasions a matter of jumping into things with the people that you believe should be around the table with you --- not spending enough time on proper planning and they get running and roaming ...” (P22NNFU).</p> <p>It was however, acknowledged that such teams are benefitted by the multidisciplinary composition and subsequent focus (P1NNFU).</p>

Team members of the different teams experienced their companies' selection criteria for team inclusion differently.

Successful Team Members	Unsuccessful Team Members
<p>The successful team members experienced the selection process as negative and challenging in the sense of an absence of criteria (P10NNFS; P6NNFS), following comfortable known ways (P18NNFS).</p> <p>Team members were perceived to be appointed on teams because they were available (P1NNFS), it was considered as part of the staff member's job and not voluntarily (P10NNFS). Inclusions into teams were also experienced as based on ability (P2NNFS), experience (P7NNFS) and</p>	<p>The views of the unsuccessful team members seemed to correlate with those of the successful team members. This referred to the experiences such as a perceived lack of clarity and guidelines (P2NNFU). It was also noted that becoming a part of a team was a job requirement and that:</p> <p>“We have no choice” (P13NNFU).</p> <p>P12NNFU observed that no considerations seemed to be given to personality characteristics or people's emotions. It was</p>

affordability to the client (P1NNFS). The numbers of team members were experienced as few (P16NNFS), taking the client requirements into consideration (P1NNFS). The appointed leader could create challenges especially if passion is perceived to be lacking (P12NNFS).	<p>observed that expertise was a requirement for team inclusion:</p> <p>“And you don’t want people there who don’t know about the topic and they would not be able to help with the implementation” (P9NNFU)</p> <p>often resulting in multidisciplinary teams (P2NNFU; P9NNFU; P13NNFU). Based on the required output (P9NNFU) external members were considered (P2NNFU; P9NNFU). It was observed by P2NNFU that should the team composition be inappropriate from the beginning of the project, that it would be doomed for failure.</p>
---	--

The team members who experienced unsuccessful team outcomes shared interesting views on the perceived role of “experience” as a criterion for inclusion:

Successful Team Members	Unsuccessful Team Members
They acknowledge that experience could play a role (P7NNFS; P18NNFS).	<p>These team members viewed experience as a positive attribute (P1NNFU; P10NNFU):</p> <p>“... usually the people who have been in the system for years – they work quite well” (P1NNFU).</p> <p>An interesting observation was made by P1NNFU as regard to the link between experience and language-isms:</p> <p>“... before you speak the same language and can actually play with the terminology. Anyone who is not educated in that will disappoint you” (P1NNFU).</p> <p>P13NNFU viewed experienced people as challenging to work with:</p> <p>“I will speak from my experience. The more senior you are and experienced the more difficult you are to work with” (P13NNFU).</p>

6.4.2.3.1.1 Summary of findings: current team identity formation

Team members who experienced successful team outcomes, were compared with those who had unsuccessful experiences. Differences were noted in their felt experiences. Successful team members were positive as to the role of the teams whilst the unsuccessful team members held a more negative view.

Team selection criteria were unclear for both teams, with no particular outstanding differences. The observations of the unsuccessful team members on experience seemed interesting and insightful.

6.4.2.3.2 Discussion of Findings: Primary Theme 2: Team Dynamics

Team dynamics were observed to be reflected in emotional outlook patterns for both successful and unsuccessful teams. Certain identified toxic emotions contributed negatively toward team dynamics and hence team success.

The emotional outlook of current unsuccessful teams was summarized as:

Successful Team Members Expectations	Unsuccessful Team Members Expectations
<p>(i) <u>Emotive Construct: Outlook:</u> A negative outlook was observed by (P8NNFS), and P15NNFS in that they feel frustrated because they wasted their time. A lack of trust amongst team members could have contributed towards such a negative outlook (P6NNFS; P17NNFS; P11NNFS; P18NNFS).</p> <p>(ii) <u>Emotive Construct: Resilience:</u> Unsuccessful team members were experienced as lacking confidence (P1NNFS), doubting themselves (P5NNFS). It was noted by P5NNFS:</p> <p>“In teams that don’t work well, a lot of self-doubt develops, because you feel that you are not good enough” (P5NNFS)</p> <p>This could result in lack of preserving, leading to inconsistent behaviours (P1NNGS). A perceived lack of passion (P13NNFS) could also contribution towards this.</p> <p>(iii) <u>Emotive Construct: Attention:</u> The team seemed to lack focus and clear goals (P12NNFS; P15NNFS), experiencing a continuous shift of the end goal (P5NNFS). Impulsive behaviours could also have indicated such a lack of focus (P1NNFS).</p> <p>(iv) <u>Emotive Construct: Social Intuition:</u> It was observed that this was lacking amongst unsuccessful team members in that some members tended to do minute meetings (P10NNFS) behaving aggressively (P13NNFS; P10NNFS). Moodiness could also cause members not to pick up on cues related to others’ emotional states</p>	<p>Negativity due to the difficulty associated with an innovation effort (P10NNFU):</p> <p>“From my side it is tough ... we are not there yet” (P10NNFU).</p> <p>Unsuccessful members are perceived to be lazy, lacking energy (P10NNFU).</p>

(P14NNFS).	
(v) <u>Emotive Construct: Sensitivity to Context:</u> Interpersonal relationships were negatively impacted by lack of listening behaviors and being too introverted to communicate (P1NNFS).	

An interesting observation amongst the successful team members was that the approach of the leader seemed to be a determining factor in an unsuccessful team's emotive outlook behaviours. The leader of such teams seemed to lack focus and direction giving behaviours (P15NNFS) being experienced as disengaged (P5NNFS). It was perceived by P5NNFS that if a leader appeared to have a poor self-image that:

“But also if the team succeeds, it makes the leader feels threatened by the success ...” (P5NNFS).

Certain toxic emotions seemed to contribute adversely toward the development of team dynamics. Those were observed by the groups as:

Successful Team Members Observations	Unsuccessful Team Members Observations
<p>Toxic emotions identified by successful members related to self and leader behaviours. A toxic emotion from the leader was perceived as being professionally jealous (P5NNFS; P15NNFS).</p> <p>From a member perspective, it was experienced that toxic emotions were self-doubt (P12NNFS; P14NNFS), and being insufficiently engaged – being perceived as lazy (P17NNFS).</p>	<p>It was perceived that toxic emotions developed from members entering teams with emotional baggage (P2NNFU; P10NNFU). It was noted that:</p> <p>“There is then a procrastination thing going and the person's productivity is immediately 50% of what it was previously he carries this thing on his back ...” (P2NNFU)</p> <p>It seemed that if self-confidence lacked, members tended to protect themselves against failures in negative ways (P2NNFU):</p> <p>“But you never deliver anything and part of the reason for that is ‘please do not associate me with failure.’” (P2NNFU).</p> <p>“... what is going to happen to me and my career and how will I be perceived going forward” (P2NNFU).</p> <p>This seemed to crystalize in commitment challenges (P10NNFU):</p> <p>“When people do not buy into an idea and their motivation is negatively affected by an incident or situation – it can have an impact” (P102NNFU),</p> <p>viewing innovation that:</p> <p>“Innovation is not always special” (P11NNFU),</p>

	<p>where people resisted change (P3NNFU; P12NNFU):</p> <p>“Us as human beings, we do not take changes very well. Nobody likes something different. We like to be the same” (P2NNFU).</p> <p>The perceptions and experiences of these members were that skilled members withheld sharing knowledge, engaging in power plays (P9NNFU):</p> <p>“Part of the problem was a few key person dependencies that created the bottleneck” (P9NNFU).</p> <p>It also seemed that members played destructive power games (P1NNFU). Furthermore, newcomers apparently had to earn their position of trust (P1NNFU) whilst:</p> <p>“It is almost this atmosphere of “innocent until proven guilty ... and we can still withdraw the trust. That is what I have experienced” (P2NNFU).</p>
--	--

The perceptions and experiences of emotive outlook patterns in current successful teams contributing toward perceived team dynamics were described as:

Successful Team Members Perceptions	Unsuccessful Team Members Perceptions
<p>(i) <u>Emotive Construct: Outlook:</u> Successful team members were perceived to be happy (P12NNFS), confident (P1NNFS; P7NNFS; P5NNFS) and did not engage in complaining behaviours (P8NNFS). Fun and excitement were noticeable in such teams (P19NNFS).</p> <p>(ii) <u>Emotive Construct: Attention:</u> Successful team members seemed to be fast thinkers (P1NNFS).</p> <p>(iii) <u>Emotive Construct: Resilience:</u> Successful members were experienced as energetic: “Someone with <i>oemph</i>” (P7NNFS), going the extra mile (P2NNFS). Feelings of pride and a sense of belonging (P12NNFS) coupled with being reliable could also have contributed to being resilient (P14NNFS).</p> <p>(iv) <u>Emotive Construct: Self-Awareness:</u> Self-awareness could be linked to integrity (P8NNFS) and a perceived eagerness to learn (P2NNFS):</p> <p>“For me I will notice as well someone who is eager to learn. Someone who is willing to do more than what is required from them” (P2NNFS).</p> <p>(v) <u>Emotive Construct: Sensitivity to Context:</u> Interpersonal relationships could have been</p>	

<p>enhanced by communication skills (P7NNFS), constructive conflict management skills (P20NNFS) and assertive behaviours (P1NNFS; P12NNFS).</p> <p>(vi) <u>Emotive Construct: Social Intuition:</u> This could be observed in communication behaviours (P7NNFS) where a person is:</p> <p>“Not too much of an introvert, but a person who can talk” (P12NNFS).</p>	<p>It was mentioned that team members cannot be overly sensitive:</p> <p>“Because you can’t really entertain sensitivity around the table – you need to be honest and frank and to the point” (P2NNFU).</p>
--	---

Both groups made certain observations as regard to the group identity of successful teams. Successful teams were experienced as having a strong sense of identity (P2NNFU; P10NNFS; P15NNFS) with specific group dynamics (P5NNFS; P10NNFS). A contributing factor seemed to be positive member behaviours:

“... and there is a lot of change within yourself that you would like others to see. Your behaviours must be visible – you must walk the talk” (P12NNFS).

It was considered that professional conduct of members contributed toward their successes:

“If it is a sensitive client you can’t for example take somebody who is on his phone all day” (P7NNFS), with senior members setting an example for junior members (P2NNFU). The leaders in teams were perceived as contributing greatly to such an identity formation process (P5NNFU).

Lastly, certain perceived stumbling blocks were identified as impacting actual team experiences impacting outcomes negatively. The first perceived stumbling block related to company soul, referring to culture and the leadership approach toward innovation. The human resources structures and systems, certain organisational realities, available resources, team behaviours, technology and aspects in the external environment were identified as a second stumbling block.

The experiences and observations of the members forming part of successful and unsuccessful teams were compared to identify patterns which could contribute

toward answering the research questions.

Firstly, the perceived culture prevented teams from being optimally successful:

Successful Team Members Perceptions	Unsuccessful Team Members Perceptions
<p>The perceived stumbling blocks were mainly perceived as within the company culture:</p> <p>conservatism (P12NNFS; P18NNFS); risk aversion (P18NNFS), and fear of the unknown causing people to resist change (P12NNFS).</p> <p>“We are really too scared to go out and see what is happening ... People say ‘oh se don’t know this’ – we don’t want to touch it because it is foreign. So the unknown - that is what it is” (P12NNFS).</p> <p>Thése aspects seemed to be reflected in the employer brand:</p> <p>“We see it as a big stumbling block the way we are viewed by other people” (P12NNFS).</p>	<p>These members perceived the industry as having a major influence on the culture. It was mainly perceived as the poor receptiveness of the industry for innovation (P12NNFU).</p>

Secondly, certain stumbling blocks were experienced as regard to the leadership’s innovation approach. When the successful team members’ and the unsuccessful team members’ observations were compared, it was evident that:

Successful Team Members Experiences	Unsuccessful Team Members Experiences
<p>These group members acknowledged the importance of leaders involvement to ensure innovation succeeds (P12NNFS), but experienced the leaders as willing to change, but cautionary (P5NNFS; P15NNFS). As P5NNFS observed:</p> <p>“And then maybe lagging a bit behind i.t.o. being proactive. And then first scanning the environment, maybe a bit too long, before reaching” (P5NNFS).</p> <p>Leadership had been experienced as remaining in their comfort zone:</p> <p>“I think it is also a thing about the leadership – I do not want to call them old – but it is about set ways of doing things” (P12NNFS).</p> <p>causing them to be slow in their response to market changes:</p> <p>“Some said we are the last and not even fast followers” (P10NNFS).</p> <p>Being a profitable concern could be perceived as causing a lack of preparedness to be</p>	<p>The unsuccessful group members experienced that certain leadership behaviours could impact innovation adversity. Such behaviour were perceived as domineering behaviours (P11NNFU), lacking vision on the required end state for innovation (P3NNFU), impulsive decision-making behaviours especially on system acquisitions (P9NNFU). The leadership behaviours were experienced as negative (P10NNFU), and experienced disrespectful behaviours towards team members impacted such teams negatively (P1NNFU; P3NNFU). It was observed that:</p> <p>“I also think if you have disrespectful behaviour in the tea – the changes are that it will hamper progress. And when it comes from the team leader it is even worse” (P1NNFS).</p> <p>“If you talk to some about knowing something about breaking in horses – he will tell you to control a wild horse is very exhilarating but you need to get there (P13NNFU).</p>

<p>innovative, therefore no compelling case for change:</p> <p>“But if we look at management, their feeling is that we are making a profit of over 20% year on year for the past five – ten years. So why change? Why change something that is working” (P10NNFS).</p> <p>Whether innovation was considered as a priority, dependent on the priority attached to it by leaders (P10NNFS). An interesting observation was made by P15NNFS as it related to gender. It was experience that female leaders seemed more resistant to innovation ideas:</p> <p>“So there is a difference of how you would be led by a female and how they manage us and how they react to new ideas” (P15NNFS).</p>	<p>The situation was experienced as being perpetuated by leaders appointed members reflected their profiles (P10NNFU).</p>
--	--

Thirdly, human resources structures and systems presented stumbling blocks impacting team success experiences negatively:

Successful Team Members Experiences	Unsuccessful Team Members Experiences
<p>It was the observation that innovation was not linked to career progressing, impacting innovation negatively (P15NNFS).</p>	<p>The observations of the members of unsuccessful teams, linked the lack of a perceived measurement of innovation not encouraging such behaviours (P3NNFU; P1NNFU; P9NNFU). It was observed that:</p> <p>“They have their daytime jobs and are measured against everything else, but this project. And now they have to deliver on this project you know” (P2NNFS).</p>

Fourthly, certain organisational realities experienced by team members also prevented successful innovation realization:

Successful Team Members Experiences	Unsuccessful Team Members Experiences
<p>The members who experienced successful team outcomes, observed that the neglect of Generation Y’s expectations and ambitions that were not accommodated sufficiently (P7NNFS; P2NNFS; P15NNFS). It was observed that:</p> <p>“And whenever you come with an idea you come against them all – and the younger ones get the feed i.t.o. what to change. But the other ones don’t listen and these ones just don’t have the power” (P15NNFS).</p> <p>Another perceived organisation reality preventing innovation realization were observed as job overload due to lack of resources (P1NNFS; P13NNFS; P5NNFS;</p>	<p>Certain realities in the external environment were perceived as to be impacting success achievement. It was noted by P9NNFU that an organisation could be perceived as being behind on innovation within conservative industry due to lack of resources and execution:</p> <p>“The danger is, if you are behind, you first need to catch up, so you only now putting in what the other people before you did” (P9NNFS).</p> <p>A double-edged sword was experienced to be the reputational risk, should a mistake being made (P9NNFU).</p>

<p>P17NNFS), suffering from a perceived business syndrome (P6NNFS)</p> <p>“... you use the same resource for different things over and over again. So you take one person on four projects which are all running at the same time. There is just so many hours in the day. The willingness might be there, but I – the fuel in my body and the hours is just so much” (P5NNFS).</p> <p>In the external environment perceived realities impacting success were the regulatory environment (P5NNFS) and an overreliance on consultants (P17NNFS). The current customer profile was perceived as perpetuating lack of new products (P15NNFS; P10NNFS; P5NNFS) instead of changing:</p> <p>“They have actually never thought to assess how much of our profit comes from which segment of our customers. And then have like a timeline. Like in five years those customers are finishing their journey – if we can expect that we will have in five years more of our profits from a certain segment, we can plan to ensure that those customers are also happy” (P15NNFU).</p>	<p>Internally, although innovation was stated as a value, it did not guarantee innovative behaviours (P1NNFU; P2NNFU; P3NNFU; P9NNFU). Availability of resources and real overload seemed to add additional challenges (P10NNFU; P11NNU). It was observed that:</p> <p>“What makes it even the more difficult, when all the people are busy, then no-one is dedicated” (P15NNFS).</p> <p>In order to move behind these barriers, it was mentioned by P9NNFU that:</p> <p>“Unless if you do something radically differently or are you just catching up, staying with the market” (P9NNFS).</p> <p>It was experienced by P1NNFU that due to scale down recruitment processes, insufficient staff were appointed, making implementation (P9NNFU) difficult. An aggravating factor was perceived as managerial perceptions that it was too time consuming training staff (P9NNFU).</p>
---	---

Fifthly, considering the interactive nature of the innovation process and technology the impact was clearly negative on the realisation of innovation.

Successful Team Members Experiences	Unsuccessful Team Members Experiences
<p>Successful team members perceived the lack of a platform to share innovation ideas as a stumbling block (P15NNFS; P12NNFS). As noted:</p> <p>“We do not have a platform where we can share our innovation ideas – people are sitting with the innovation ideas” (P15NNFS).</p> <p>Internal communication and education regarding processes seemed to be lacking, contributing towards this situation (P11NNFS; P6NNFS). A perceived challenges in the process was that innovation projects was centered around one driver:</p> <p>“... but when the key driver left the heart and soul as well” (P18NNFS).</p> <p>P10NNFS observed paralysis by analysis as a hampering process factor.</p>	<p>These members experienced the insufficient usage of digitalization as a stumbling block (P12NNFU).</p> <p>The innovation process and especially product development was observed as failing due to lack of consultation with the customer (P11NNFU).</p> <p>Internal communication and education regarding processes seemed to be lacking, contributing towards this situation (P14NNFU).</p>

Another contributing factor was observed in certain team behaviours impacting innovation realisation adversely:

Successful Team Members Experiences	Unsuccessful Team Members Experiences
<p>A first observation related to certain individual behaviours in the teams having a negative impact. These related to intra-psychological factors such as lack of self-confidence (P18NNFS), blaming behaviours (P11NNFS; P6NNFS) and non-assertiveness especially in the presence of domineering personalities (P6NNFS).</p> <p>From an interpersonal aspect, observing team behaviours it was observed that poor communication (P14NNFS) and a lack of trust amongst members led to a fear of exposing the self and lacking decisions (P6NNFS). Furthermore a lack of cohesive team behaviours were observed (P18NNFS). Teams planned insufficiently (P2NNFS). It was also experienced that dominant people tended to engage in power struggles (P6NNFS) often leading members to agree on actions because of despondency and not merit (P17NNFS).</p> <p>Due to the nature of some professions, it was perceived as creating a barrier for innovative behaviours (P17NNFS).</p>	<p>These team members experienced that teams did not fulfil their mandates because of lack of continuity (P11NNFU) often due to poor planning (P2NNFU; P10NNFU) and lack of project insights (P10NNFU). It also was observed that idea were sufficient but implementation and such teams lacked:</p> <p>“It is not good enough duly to have a team who does that at the side of their desks” (P2NNFU).</p> <p>“Our issue is having people available to put concept documents together, to do the initial research and do what is required to get the thing started” (P2NNFU).</p> <p>Team processes which were experienced as impacting the process negatively were large, cumbersome teams (P9NNFU, P11NNFU) and over analysis of issues (P2NNFU):</p> <p>“... there is also the danger of always sort of over preventing things, going on and on and on and asking more questions” (P2NNFU).</p> <p>Team members were observed as being change resistant, not seeing the merits for change (P9NNFU; P13NNFU) due to lack of consultation (P13NNFU).</p> <p>Destructive behaviours by members were also perceived as contributing adversely. It was noted that:</p> <p>“People want to be nasty. You say ‘oh it is nice and sunny’ and they say ‘oh it is 45° degrees’. They just can’t be happy – those are the ones that you must omit” (P12NNFU).</p>

6.4.2.4 Discussion of Findings: Primary Theme 3: Proposed Emotional Signature for Successful Teams

The proposed emotional signature for team composition was linked to the different emotive outlook constructs. The group responses were combined providing an overview.

The first emotive outlook construct related to Attention and broader thinking was proposed as a requirement (P6NNFU; P11NNFU; P3NNFS; P2NNFS). It was observed that:

“... thinking of things out-of-the-box. You are not looking for somebody who is a stagnant, resistance to change body, who will only spell out to you why this cannot happen” (P2NNFU).

“I am thinking, someone who has the skills but does not have blinkers and willing to think outside the box” (P2NNFS).

Focus (P13NNFU) and structured thinking were seen as important (P6NNFS) and attention increased when people believed in what they were trying to achieve (P12NNFS).

The second emotive outlook construct identified in the responses related Resilience to inner motivation and drive (P10NNFS; P17NNFS), being achievement oriented (P13NNFU), and willing (P5NNFS; P12NNFS; P13NNFS; P1NNFS; P6NNFS) whilst transcending personal challenges in order to deliver best results (P10NNFU; P16NNFS). High energy levels were equated with perseverance (P12NNFS; P14NNFS; P8NNFS; P1NNFS) and patience (P1NNFS; P6NNFS; P1NNFS). It was noted that:

“Not laziness. We realized that early in the xxx team that there is no place for passengers” (P12NNFS).

“Someone will work extra time – put in more effort ... that they would be willing to do it” (P1NNFS).

“I think someone that doesn’t give up. If you have a problem you don’t give up. You just go on and figure out what will work. You make a plan” (P14NNFS).

Feelings of self-efficacy (P11NNFS) and willingness to take ownership (P16NNFS) resulted in resilience.

The third emotive outlook construct members identified related to Outlook. Members emphasized positivity (P6NNFS; P2NNFU; P10NNFU; P9NNFU; P12NNFU) as:

“... 50% willing and 50% technical or 90% technical and no willingness – yes then --- I rather take the other one because he will learn what he does not know – and be more innovative” (P9NNFU).

“A negative person can also make others negative. It rubs off” (P11NNFU).

It was observed that such positivity be realistic (P11NNFU; P16NNFS) as mentioned by P11NNFU: “I would say temperament: positive people, but gain conservative depending on outcome.” A positive outlook was observed in being approachable (P13NNFU), committed (P18NNFS; P11NNFS; PNNFS), when embracing change (PNNFU; P6NNFS; P13NNFU) and a positive self-image (P12NNFU). As P13NNFU observed:

“It is a type of person that nobody wants to approach – so for negative, always complaining, blame.”

“You know that positive image to help you to approach life.”

Positivity was reflected in feelings of self-efficacy (P1NNFU; P2NNFU) and the courage to challenge members (P9NNFU; P1NNFU), enhancing healthy conflict and debate (P1NNFU). An interesting observation from a team perspective was made by P11NNFU that positivity and negativity be balanced in a team:

“But sometimes in a risk space you also need negative people to steer.”

An abundance mentality seemed to be an outflow of such an outlook (P14NNFS).

The fourth emotive outlook construct observed was Self-Awareness where both groups emphasized ego-less-ness of team members:

“We must look past ego” (P13NNFU).

“And not ‘it’s all about me’ – no ego, in – you do it for the bigger team (P5NNFS).

Members played a role ensuring that honesty regarding self remained:

“... we try and keep each other honest” (P17NNFS).

Self-awareness could improve with a strong personal learning orientation where members mutually creating space for each other's growth (P13NNFS) requiring members ability to deal with own emotional issues.

"... people who have emotional baggage struggle ... I will not take those people" (P13NNFU).

Being self-aware was also reflected in accountability and integrity (P1NNFU; P20NNFS; P16NNFS).

The fifth emotive outlook construct dealt with Sensitivity to Context, which was linked to being emotionally intelligent (P17NNFS; P12NNFS; P2NNFU; P1NNFU), mature (P12NNFU; P10NNFU) and having a team orientation (P1NNFU; P11NNFS; P14NNFS). Observations in this regard were:

"I become aware on a daily basis of how important those things are – you can sit with someone with brilliant ideas, but with the slightest distractions, from your side, the wheels basically start wobbling" (P2NNFU).

"There is a difference to giving an objective view than to calling a spade a space in the right way versus than being destructive" (P1NNFU).

Social Intuition, as an emotive outlook construct was reflected in assertive behaviours (P9NNFU; P10NNFU; P12NNFS; P20NNFS):

"Someone with integrity, someone who can stand up and be accounted for their own doings. Somebody who can say, yes it is my responsibility. I am going to take ownership of that" (P20NNFS) and exemplary personal stress management abilities (P10NNFS; P16NNFU).

Related to the emotional signature of the team was Generation Y and certain characteristics, behaviours and emotional behaviours were identified which could impact innovation. This Generation was observed as more creative (P2NNFU) and interested in innovation, not afraid to change (P1NNFS):

"... I think the younger professional market out there is much more tech savvy, innovative, creative way of doing and looking at things" (P2NNFU).

"I think the younger generation is more eager to be innovative, to embrace change, where the older generation is more fixed to the ways to do it" (P1NNFS).

This younger generation was described as being “self-driven and motivated” (P10NNFU), whilst thinking differently (P2NNFS). As P13NNFU observed:

“I rather take a 20 year old school leaver with a twinkle in his eyes – because someone wants to improve themselves – and that is usually below 25 - ...” (P13NNFU).

Another perception was of this generation as being informed, educated and socially conscious (P2NNFS). Increased awareness of emotions (P14NNFS) and with more choices resulted in younger people experiencing more stress (P14NNFS) whilst work overload was due to excessive information available (P7NNFS; P8NNFS). It was noted that:

“But the load is also much bigger when you work electronically because you can receive hundreds of emails that you have to respond to. We have to be much more productive, and faster and quicker” (P7NNFS).

It was suggested that the youth be involved in technology related decisions in organisations (P10NNFS; P15NNFS):

“Look at the 65% of the organisation who is actually the youth, it means that you have a lot of potential sitting with this 65% that are technologically savvy and for these ideas” (P10NNFS).

6.4.2.4.1 Summary of Findings: Proposed Emotional Signature for Successful Teams

The findings regarding the proposed emotional signature for successful teams were linked to the emotive outlook constructs of Attention, Resilience, Outlook, Self-Awareness, Sensitivity to Context and Social Intuition. Generation Y was added as an additional consideration or determining in such an emotional signature for successful teams.

6.4.2.5 Discussion of Findings: Primary Theme Proposed Building Blocks for Team Success

Some of these building blocks did not contribute toward answering the research question. It was deemed important to present those findings as they created the context for team success. Those contextual building blocks referred to the Rules of

Engagement, Soul of Business, Enabling Structures, Hard Criteria and also Generation Y.

Firstly, observations related to culture that should have certain elements in order to be perceived as a building block for team success as mentioned by P9NNFU:

“If we keep on delivering things, we will create an environment where people – but if we keep on saying this can’t be done and that can’t be done, then people lose interest. So we must create a vibe or spiral of positivity around it”

Conversations on emotions and innovations were important as part of such an enabling culture (P12NNFU; P7NNFS; P17NNFS; P8NNFS).

“... as like today we talk about things that we never thought about ... So like those seeds planted today ...” (P7NNFS),

characterised by knowledge sharing:

“... how can you get the person to share what he learned and how can I get him to live it out” (P10NNFS) and that the culture be seen as supportive:

“The environment must be ready for that – you must give people options and be voluntary” (P11NNFU).

Secondly, leaders contributed toward creating a conducive environment by allowing teams to be successful. It was proposed that leaders be emotionally intelligent (P10NNFU; P11NNFU):

“The leader is very important as he makes the decisions – he must have observation skills and change the people he is working with” (P11NNFU).

It was expected from leaders to keep and provide focus to teams (P10NNFS; P12NNFS):

“So the leader has to keep the relevance or whatever they are supposed to deliver. And he has to keep that thing of ‘you guys, this is important. I am giving you all the resources that I am supporting you if you need anything” (P10NNFS).

Empowerment, enablement and trust in people to deliver were also identified as a differentiator (P6NNGS; P10NNFS):

“So, but it is important that they also know that there is support – they have the

space and room for improvement” (P6NNFS).

A helpful consideration was team member protection and acting as a sounding board for the team (P6NNFS; P10NNFS):

“If you are needed for another project, the leader has to come and say it is something that is not now an issue” (P10NNFS).

It was expected from leaders to ask the tough questions:

“But at the same time we have to ask, is the situation that we are in sustainable, can we continue making this profit, going forward in the future and or should we wait to make a loss before we prioritize innovation?” (P10NNFS).

A third observation related to Rules of Engagement as reflected in proposed team composition:

- Skill requirements for the project (P15NNFS; P1NNFU; P10NNFS; P12NNFU).
 “The other thing is also maybe the actual urgency for the need of the skill. Because of his passion and talent ... So this person must hold on, this person must go (Linked to career progression.)” (P15NNFS).
 “... if you have a project on digitalization, please do not make up the team just of tellers. Skills are required for team success - ... especially knowledge” (P12NNFU).
- Balanced in terms of personality characteristics (P10NNFS; P18NNFS; P6NNGS; P17NNFS; P12NNFU; P11NNFS).
 “There should be a combination: the queen bee, the worker bees and so on” (P12NNFU).
 “You need somebody who, when people say ‘let’s do this’ then this person just goes the other direction. It is one who, who deliberately can challenge” (P10NNFS).
- Mix generations, but all must share the vision (P11NNFU; P13NNFU) and diversity of culture and language (P9NNFU).
 “So pulling together some people that come with different perspectives and different skills, but they will all need to share the vision (P1NNFU).
- Members must have expert influence (P5NNFS; P6NNFS).
- Inclusion based on position but also availability (P10NNFU) and experience (P1NNFU; P2NNFU).
- Balanced numbers (P13NNFU).
- Minimize involvement of consultants (P17NNFS).
- Team leaders should be passionate and experts (P6NNFS; P2NNFU).

Team interaction (“Rules of Engagement”) ensured success and these observations have been linked to emotive outlook constructs:

- Attention (P18NNFS; P10NNFS).
 “Then also a very strong sense of purpose – in that the team must be focused on a very specific purpose ... but there is room to bring innovative ideas and options and alternatives to the table ” (P18NNFS).
- Sensitivity to Context (P14NNFS; P2NNFU).
 “It will also help me to approach a person better and not approach them in a way that will upset them” (P14NNFS).
 “The moment you know that somebody is starting to get destructive, there must be a clear cut line and you cannot accommodate that” (P2NNFU).
 “You can stand tall and appreciate yourselves as a team. You always have some fun and being assertive because you do well – you more as a team – and it is like a front” (P15NNFS).
- Positive Outlook (P12NNFU; P15NNFS).
 “Sameness does not give result as you will not oppose suggestions from your leader and say that cannot work, or here is another option to that” (P11NNFU) (Assertiveness)
- Social Intuition (P11NNFU).

The leader played an important role in creating dynamics, focus and discipline (P9NNFU; P1NNFU). Technology, in various forms, was an important enabler (P10NNFS; P1NNFS; P12NNFS).

Lastly, the innovation process was experienced as an important enabler and of note was the observation from P11NNFU:

“...an innovation team that always look at the new ideas, separately. Then ... team that does the change, the implementation.”

Conversations on innovation were observed to be crucial:

“... just imaging where our institution will go if we actually now start talking about innovation and not just doing things?” (P13NNFU).

6.4.2.5.1 Summary of Findings: Proposed Building Blocks for Team Success

Identified building blocks emanating from the discussions above related to culture, leadership and Generation Y. The role of culture related to creating the soul of the business determining the rules of engagement, especially the content of conversations and leaders being experienced as trusting their teams. Certain hard criteria was identified as building blocks namely technology and certain team composition criteria.

Chapter 7: Meta-Analysis and Merged Results:

Answering the Mixed Methods Research Question

7.1 Introduction

The purpose of this chapter was to answer the research questions as stated in paragraph 3.1.3, namely:

- Question 1: What were the emotive outlook patterns of individuals who formed part of successful and unsuccessful implementation teams for innovation projects?
- Question 2: Do specific distributions of emotive outlook patterns emerge amongst team members of successful and unsuccessful innovation projects?
- Question 3: Is there a statistical significant difference in the patterns of emotive outlook between individuals in successful and unsuccessful implementation teams, with regard to innovations projects?
- Question 4: Is there a statistical significant difference in the patterns of emotive outlook amongst team members of successful and unsuccessful innovations projects?

as well as the mixed method research question:

- Question 5: What results emerged from comparing the exploratory qualitative data about emotive outlook profiles and patterns of successful and unsuccessful groups with the outcome of quantitative assessment data measured with certain psychometric instruments?

This was done by presenting a meta-analysis of the merged results of this study, namely the quantitative and qualitative data. As per the recommendation of Creswell (2015, p. 85) a “... side-by-side joint display ...” of the two strands’

findings were summarized, and compared creating an understanding of the extent of convergence or divergence of the results (Creswell, 2015). In order to achieve that, the research questions, for the qualitative and quantitative parts of the study as stated above, were first answered for the merged data for all successful groups (B) (National and International Cases) and all unsuccessful groups (A) (National and International Cases). That then allowed for “mixing” of reported results at the stage of interpretation as per the convergent parallel design (Onwuegbuzie & Leech, 2004, p. 779). The chapter was organized in the following manner:

Firstly, the merged quantitative results of all the Successful and Unsuccessful Groups: International and National Cases were presented. This was followed by the merged qualitative results of the same groups. Thirdly in order to answer the mixed method research question, a comparison was made between the two merged data sets. Articles which were insightful for the meta-analysis process are presented as Annexure U.

7.2 The Merged Quantitative Results

According to Onwuegbuzie and Leech (2004) reported that quantitative results should add increased meaning and understanding. All five assessments results were merged and reported, combined for all the unsuccessful groups (A) (National and International Cases) and all the successful groups (B) (National and International Cases).

The following research questions were answered:

Question 3: Is there a statistical significant difference in the patterns of emotive outlook between individuals in successful and unsuccessful implementation teams, with regard to innovations projects?

Question 4: Is there a statistical significant difference in the patterns of emotive outlook amongst team members of successful and

unsuccessful innovations projects?

7.2.1 Individual Profiles: Emotional Style (Davidson & Begley, 2012)

7.2.1.1 Discussion of Results

- (i) There were no statistically significant differences between the Combined Group A (Unsuccessful Team Members All Groups) and the Combined Group B (Successful Team Members All Groups) as per the Emotional Style constructs of Resilience, Outlook, Social Intuition, Self-Awareness, Sensitivity to Context and Attention as described in paragraph 3.5.2.2.1.3.1.1 (c). The null hypothesis, as stated in paragraph 3.1.1, namely:

H0: Emotive outlook profiles of individuals and emotive outlook patterns in teams have no influence on the successful outcomes of innovative implementation teams.

was accepted.

7.2.2 Individual Profiles: 16PF5

7.2.2.1 Discussion of Results

- (i) Significant differences were reported for Factor B: Reasoning: Abstract versus Concrete for the Primary Factors in that significant differences of $p < 0.02^*$ (parametric T-test) and $p < 0.03^*$ (Mann-Whitney U-test) between the Combined Group B (Successful Team Members All Groups) and the Combined Group A (Unsuccessful Team Members All Groups). The effect size as per Cohen's d (1988) was moderate to large (0.64), which indicated a reasonable difference. It was indicated that members of successful teams (Group B) reflected higher reasoning abilities than members of unsuccessful teams (Group A).
- (ii) The H0 as stated in paragraph 3.1.1 was rejected:

H0: Emotive outlook profiles of individuals and emotive outlook patterns in teams have no influence on the successful outcomes of innovative implementation teams.

(iii) The alternative hypotheses as stated 3.1.1, namely:

H1: Successful implementation teams have specific emotive outlook profiles that differ from those of unsuccessful implementation teams.

H2: The use of emotive outlook profiling could increase the probability and predictability for innovation implementation teams.

H3: The appropriate team composition based on emotive outlook has a positive relationship with innovation success.

H4: Emotive outlook has a positive/negative relationship with innovation success.

were accepted for the Primary Factor B: Reasoning.

This result confirmed research by Dyer et al. (2014, p. 23) that "... innovation thinkers connect fields, problems, or ideas that others find unrelated." A stronger problem-solving ability, which could be linked to Reasoning, were reported by Bantel and Jackson (1989) and Subramanian (2012).

7.2.3 Individual Profiles: EQ-i²

7.2.3.1 Discussion of Results

The following results were reported:

(i) A significant 2-tailed ($p < 0.04^*$) difference in Total EQ-i² score indicated a moderate (0.49) Cohen's d (1988) between the Combined Group B (Successful Team Members All Groups) and the Combined Group A (Unsuccessful Team Members All Groups).

(ii) Secondly, the Composite Scale: Self-Perception. Significant differences of $p < 0.02^*$ (parametric T-test) and $p < 0.01^*$ (non-parametric Mann-Whitney U-test) were reported. This indicated that the Combined Group B (Successful Team Members All Groups) reported a moderate to large (0.57) Cohen's d (1988) in comparison with the Combined Group A (Unsuccessful Team

Members All Group).

The sub-scale, Self-Regard (of the Composite Scale: Self-Perception), showed a statistically significant difference of $p < 0.04^*$ as per the non-parametric Mann-Whitney U-test, and a moderate (0.43) Cohen's d (1988) between the Combined Group B (Successful Team Members All Groups) and the Combined Group A (Unsuccessful Team Members All Groups).

The sub-scale, Emotional Self-Awareness (of the Composite Scale: Self-Perception), showed statistically significant differences of $p < 0.01^*$ as per the significant 2-tailed parametric T-test and a $p < 0.01^*$ as per the non-parametric Mann-Whitney U-test. The Cohen's d (1988) was moderate to large (0.65). This indicated a difference in Emotional Self-Awareness between the Combined Group B (Successful Team Members All Groups) and the Combined Group A (Unsuccessful Team Members All Groups).

- (iii) Thirdly, the Composite Scale: Self-Expression. Significant differences of $p < 0.01^*$ (Significant 2-tailed) and $p < 0.01^*$ (non-parametric Mann-Whitney U-test) were reported. This indicated a moderate to large (0.59) Cohen's d (1988) effect size.

The sub-scale, Emotional Expression (of the Composite Scale: Self-Expression) showed significant differences of $p < 0.02^*$ (significant 2-tailed) and $p < 0.02^*$ (non-parametric Mann-Whitney U-test). This indicated a moderate (0.55) Cohen's d (1988) effect size.

The sub-scale, Independence (of the Composite Scale: Self-Expression) showed significant differences of $p < 0.01^*$ (significant 2-tailed) and $p < 0.01^*$ (non-parametric Mann-Whitney U-test). This indicated a moderate (0.60) Cohen's d (1988) effect size.

The Combined Group B (Successful Team Members All Groups) indicated moderate to large differences on the Composite Scale of Self-Expression and moderate differences on the Sub-scales Emotional Expression and Independence when compared to the Combined Group A (Successful Team Members All Groups). The null hypothesis as stated in paragraph 3.1.1, namely:

H0: Emotive outlook profiles of individuals and emotive outlook patterns in teams have no influence on the successful outcomes of innovative implementation teams.

was rejected.

The alternative hypotheses, namely:

H1: Successful implementation teams have specific emotive outlook profiles that differ from those of unsuccessful implementation teams.

H2: The use of emotive outlook profiling could increase the probability and predictability for innovation implementation teams.

H3: The appropriate team composition based on emotive outlook has a positive relationship with innovation success.

H4: Emotive outlook has a positive/negative relationship with innovation success.

were accepted for:

(i) The Total EQ score.

(ii) Composite Scale: Self-Perception

Sub-Scale: Self-Regard

Sub-Scale: Emotional Self-Awareness

(iii) Composite Scale: Self-Expression

Sub-Scale: Emotional Expression

Sub-Scale: Independence.

7.2.4 Team Profiles: TESI

The detailed results of the statistical analysis for the instruments TESI and StrengthScope® were presented in Annexure O₃.

7.2.4.1 Discussion of Results

- (i) There were no statistical significant differences between the Combined Group A (Unsuccessful Team Members All Groups) and the Combined Group B (Successful Team Members All Groups) as per the TESI for Team Identity, Motivation, Emotional Awareness, Communication, Stress Tolerance, Conflict Resolution and Positive Mood for the Group, as described in paragraph 3.5.2.3.1.3.1.2 (b). The null hypothesis as stated in paragraph 3.1.1:

H₀: Emotive outlook profiles of individuals and emotive outlook patterns in teams have no influence on the successful outcomes of innovative implementation teams.

was accepted.

This finding was supportive of a study by Jordan and Troth (2004) in which group Emotional Intelligence did not seem to play a role. Reasons uncovered were new team membership status for all, and no prior interpersonal history between the members. Team membership was, relatively speaking, of a short duration and the time for task completion was short.

7.2.5 Team Profiles: StrengthScope®

The detailed results of the statistical analysis for the instruments the TESI and StrengthScope® were presented in Annexure O₃.

There were four team functions/clusters measured by the StrengthScope® (StrengthScope® Partnership Limited, 2016, p.6), namely:

Emotional team functions: dealing with change/ambiguity, remaining calm under pressure, challenging the status quo.

Relational team functions: making connections within and between teams, caring for and nurturing others, influencing and communicating inside and outside the team.

Thinking team functions: analyzing, planning evaluating, ideas generation, and quality control.

Execution team functions: decision-making, moving to action, project management, follow-through, and learning.

It must be reiterated that when a strength was reported in a particular cluster, that it did not imply a competence, but an energizing force or drive for that team. Unreported strengths were unlikely to drive, or energize, a team to undertake those types of those particular activities. The integrated StrengthScope® profiles were illustrated in Annexure O₃.

As these strengths were unique to each group, no statistical differences could be calculated. Even if there were reasonable differences reported in any of the strengths between the averages for the Group A's and Group B's, it was not discussed if not reported as a specific strength. All identified strengths had an accompanied associated performance risk.

The StrengthScope® results can be summarized as follows:

Table 33: The Comparison Between All Teams A (Unsuccessful Team Members) and Teams B (Successful Team Members): Merged Results: StrengthScope®			
Identified Strengths		Potential Weaknesses	
Team A (Unsuccessful)	Team B (Successful)	Team A (Unsuccessful)	Team B (Successful)
<u>Emotional Cluster</u> • Self-Confidence	• Optimism • Emotional Control • Self-Confidence • Resilience		
<u>Relational Cluster</u>		• Leading	• Empathy
<u>Execution Cluster</u> • Flexibility		• Decisiveness	

<ul style="list-style-type: none"> • Results Focus • Self-Improvement 			
<u>Thinking Cluster</u>			
<ul style="list-style-type: none"> • Detail Orientation 	<ul style="list-style-type: none"> • Critical Thinking 	<ul style="list-style-type: none"> • Common Sense 	
Source: Author			

The calculated averages for the merged results were summarized and presented as Annexure O₃ as well as graphic presentations providing overviews of group results, per strength cluster.

7.2.5.1 Discussion of Results

(i) **Emotional Team Functions/Cluster: Combined Group B (Successful Team Members All Groups)**

This cluster had the highest number of reported strengths or energizers for the Combined Group B (Successful Team Members All Groups). These reported strengths and preferences were: Optimism, Emotional Control, Resilience and Self-Confidence.

Firstly, Optimism reflected the energy that the team members derived from remaining upbeat and positive about the future, as well as their ability to influence it to their advantage. This was also the most noticeable in the reported averages for the Combined Group A (Unsuccessful Team Members All Groups) with a reported average of 5.5 compared with the reported average of 10.00 for the Combined Group B (Successful Team Members All Groups).

Secondly, Emotional Control reflected the energizing effect of emotional self-awareness and control to remain calm and productive. Although the reported averages for the Combined Group B (Successful Team Members All Groups) and that for the Combined Group A (Unsuccessful team Members All Groups) only differed by 0.5, it was reported as a strength/energizer.

A third reported strength was Resilience, which reflected a strength in effective dealing with setbacks, whilst enjoying it to overcome difficult challenges. There was also a slightly higher reported average (7.5) on Resilience for the Combined Group B (Successful Team Members All Groups) when compared to the reported average of 6.00 for the Combined Group A (Unsuccessful team Members All Groups).

Lastly, the reported strength of Self-Confidence reflected in strong self-belief and abilities to accomplish tasks and goals. It must be noted that the reported average on Self-Confidence of the Combined Group A (Unsuccessful Team Members All Groups) was 9.5 and that of the Combined Group B (Successful Team Members All Groups) was 7.5.

There were also certain Performance Risks that the Combined Group B (Successful Team Members All Groups) faced in association with the emotional strengths of Optimism and Resilience. These could have been due to them being overly optimistic, leading to unrealistic target setting, and ultimately setting the team up for possible failure. As regard to being Resilient, it could have implied that the members could persist even when the challenge lost its value. This implied missing opportunities, and draining energy with unnecessary meetings.

The performance risks for the Combined Group B (Successful Team Members All Groups) relating to the emotional strength of self-confidence, could reflect a false sense of confidence in own thinking and abilities, ignoring the inputs of others.

(ii) **Emotional Team Functions/Cluster: Combined Group A (Unsuccessful Team Members All Groups)**

This group reported Self-Confidence as an energizing force and preference, implying that team members were energized by strong self-belief and a belief

in their abilities to achieve goals and thus accomplishing tasks (refer to discussion above on reported averages).

The performance risks for the Combined Group A (Unsuccessful Team Members All Groups) could reflect a false sense of confidence in their own thinking and abilities, and ignoring inputs from others.

(iii) **Execution Team Functions/Clusters**

The Combined Group B (Successful Team Members All Groups) reported no strengths in Execution Team Functions. The Combined Group A (Unsuccessful Team Members All Groups) reported most of their strengths in this area, namely: Flexibility, Being Results-Focused and focusing on Self-Improvement.

The Combined Group A (Unsuccessful Team Members All Groups) seemed to derive energy from remaining adaptable and flexible when situations changed or were unfamiliar, preferring a strong sense of focus in ensuring the completion of projects, whilst focused on achieving team goals. Energy was also derived from pursuing self-development activities, and building their own skills.

Firstly, Being Results-Focused as a strength/energizer reflected in maintaining a strong sense of focus on results, driving tasks and completion of projects. The reported average for the Combined Group A (Unsuccessful Team Members All Groups) was 8.5 versus the reported average of 6.0 for the Combined Group B (Successful Team Members All Groups).

Secondly, another strength/energizer for the Combined Group A (Unsuccessful Team Members All Groups) was Flexibility. This as a preference implied that team members remained adaptable and flexible, even in the face of change and

the unknown. The reported average for the Combined Group A (Unsuccessful Team Members All Groups) was 7.5, and that of the Combined Group B (Successful Team Members All Groups) was 6.00.

The third reported strength/energizer was the reported preference for Self-Improvement. This implied a focus on self-development and learning. This was also reflected in reported averages of 8.00 and 6.00 for the Combined Group A (Unsuccessful Team Members All Groups) and the Combined Group B (Successful Team Members All Groups) respectively.

The Performance Risks for the Combined Group A (Unsuccessful Team Members All Groups) could relate to an overemphasis on personal development opportunities for the self, tending to overemphasise feedback on own improvement areas. The focus could have been knowledge accumulation for the sake thereof. The performance risks associated with the focus on results could have been due to the lack of reflection for the sake of learning, thereby becoming linear in their focus. This might have led to a lack of project closure and member frustration due to superfluous debate, which could have led to inflexibility.

(iv) **Thinking Team Function**

The most noticeable difference between the Combined Group B (Successful Team Members All Groups) and the Combined Group A (Unsuccessful Team Members All Groups) was reflected in the Detail Orientation. The average of the Combined Group B (Successful Team Members All Groups) was 5.5, while the average of the Combined Group A (Unsuccessful Team Members All Groups) was 9.00. This implied that the Combined Group A (Unsuccessful Team Members All Groups) derived energy from paying attention to detail in order to improve and deliver team outputs, irrespective of the pressure.

Another difference is the average of the Combined Group B (Successful Team Members All Groups) of 7.00 for Critical Thinking versus the average of 5.5 for the Combined Group A (Unsuccessful Team Members All Groups). This reflects that the Combined Group B (Successful Team Members All Groups) derives more energy from a systematic, objective problem-solving approach.

The Performance Risks for the Combined Group A (Unsuccessful Team Members All Groups) seems to be paying too much attention to detail at the expense of the bigger picture. Perfectionism seems to be preferred at the expense of being optimal leading to possible feelings of frustration.

The performance risk for the Combined Group B (Successful Team Members All Groups) is associated with being negative and over critical by others. The team may tend to discard new ideas too quickly, preventing new thinking in the team.

7.2.6 Summary of Merged Quantitative Results for the International and National Cases and Linking with the Existing Research

7.2.6.1 Summary of Results

The results for the quantitative strand can be summarized as follows:

Individual Profile: Descriptors for Successful Teams

- | | |
|---|---|
| • Reasoning (16PF5) | • (Cohen's <i>d</i> moderate to large 0.64) |
| • Total EQ-i ² (EQ-i ²) | • (Cohen's <i>d</i> moderate 0.49) |
| • Self-Perception (EQ-i ²) | • (Cohen's <i>d</i> moderate to large 0.57) |
| • Self-Regard (EQ-i ²) | • (Cohen's <i>d</i> moderate 0.43) |
| • Emotional Self-Awareness (EQ-i ²) | • (Cohen's <i>d</i> moderate to large 0.65) |
| • Self-Expression (EQ-i ²) | • (Cohen's <i>d</i> moderate to large 0.59) |
| • Emotional Expression (EQ-i ²) | • (Cohen's <i>d</i> moderate 0.55) |
| • Independence (EQ-i ²) | • (Cohen's <i>d</i> moderate 0.60) |

Team Profiles: Reported Strengths for Successful Teams

- **Emotional Cluster**
 - Optimism
 - Emotional Control
 - Self-Confidence
 - Resilience
- **Thinking Cluster**
 - Critical Thinking

Reported Strengths for Unsuccessful Teams

- **Emotional Cluster**
 - Self-Confidence
- **Thinking Cluster**
 - Detail Orientation

- **Execution Cluster**
- **Execution Cluster**
 - Flexibility
 - Results-Focus
 - Self-Improvement

7.2.7 Correlation Results: All Assessment Instruments

An important part in this meta-analysis was to determine whether a correlation existed between the different values of the instruments used, namely the EQ-i², 16PF5, the TESI and the Emotional Style Diagram. The strength and direction of such correlations were measured with the Pearson r. The detailed correlation results are attached as Annexure V.

7.3 The Merged Qualitative Findings

The merged qualitative findings should provide an increased understanding of the phenomenon researched, and lead to an illumination of the role of emotive outlook in innovation implementation teams (Onwuegbuzie & Leech, 2004).

The merged qualitative findings are reported as per the semi-structured interviews with the Innovation Sponsors/Champions combined for the National and the International Cases, as well as the Focus Group discussions for both successful and unsuccessful groups. These findings focused on answering the following research questions:

Question 1: What were the emotive outlook patterns of individuals who formed part of successful and unsuccessful implementation teams for innovation projects?

Question 2: Do specific distributions of emotive outlook patterns emerge amongst team members of successful and unsuccessful innovation projects?

7.3.1 Semi-Structure Interviews: Innovation Sponsors/Champions

The merged summary for the qualitative findings for the National and International Cases were presented as Annexure Q₃.

7.3.2 Focus Group Discussions: Successful and Unsuccessful Groups

7.3.2.1 Merged Findings: Successful Groups (B)

The merged summary for the qualitative findings for the National and International Cases were presented as Annexure Q₃.

7.3.2.2 Merged Findings: Unsuccessful Groups (A)

The merged summary for the qualitative findings for the National and International Cases were presented as Annexure Q₃.

7.3.3 Merged Qualitative Results: Semi-Structured Interviews and Focus Group Discussions

7.3.3.1 Individual Emotive Outlook Profiles: Successful and Unsuccessful Teams

The findings from both the semi-structured interviews with the Innovation Sponsors/Champions, as well as from the Focus Group Discussion experiences, were combined to answer the mixed methods research question. Insights were provided on the different emotional outlook constructs (paragraph 2.2.5.1) for both successful and unsuccessful individuals. Reference was made to contextual factors impacting successful or unsuccessful outcomes, as well as Generation Y.

The first emotional outlook construct identified as per experiences shared, was Outlook.

Successful Team Members	Unsuccessful Team Members
A positive emotive outlook, characterized by several built emotions, was observed. Members were experienced as emotionally fit and empowered.	Members were experienced as having a negative outlook, where negative emotions led to emotional toxicity. The experiences of members' outlook indicated emotional

	unfitness and un-empowered behaviours.
--	--

(Participant references: Paragraphs 6.3.1.1 (i); 6.3.1.3.3; 6.4.1.5; 6.4.2.2; 6.4.2.3.2).

A second emotional outlook construct, eminent from the findings, was Focused Attention.

Successful Team Members	Unsuccessful Team Members
Members were perceived as being mentally focused, mindful of emotional or situational distractions.	Focus/Attention was observed as being hijacked by self-imposed barriers.

(Participant references: Paragraphs 6.3.1.3.1; 6.3.1.3.3; 6.4.1.5; 6.4.2.3.2 (ii)).

Next, the third emotional outlook construct was Resilience.

Successful Team Members	Unsuccessful Team Members
Resilience was reflected in being emotionally energized, displaying endurance despite encountering obstacles.	Lack of resilience led to untimely quitting, displaying emotional depletion and unfit emotional behaviours.

(Participant references: Paragraphs 6.3.1.3.1 (ii); 6.3.1.3.3; 6.4.1.5; 6.4.2.3.2 (ii)).

Fourthly, Self-Awareness as an emotional outlook construct was identified.

Successful Team Members	Unsuccessful Team Members
Members were perceived as emotionally aware, being tuned-in as regards to their own emotional queues and “hot buttons”.	Members displayed emotional ineptness, characterized by apparent tuned-out behaviours regarding their own emotional queues and “hot buttons”.

(Participant references: Paragraphs: 6.3.1.3.3; 6.4.1.5).

Social Intuition was the fifth emotional outlook construct experienced.

Successful Team Members	Unsuccessful Team Members
Members were perceived as being socially-emotionally adept, displaying emotional sensitivity towards others.	Members were perceived as behaving emotionally blunt, lacking apparent emotional sensitivity towards others.

(Participant references: Paragraphs 6.3.1.3.3; 6.4.1.5; 6.4.2.3.2 (iv)).

Lastly, the emotional outlook construct of Sensitivity to Context was observed.

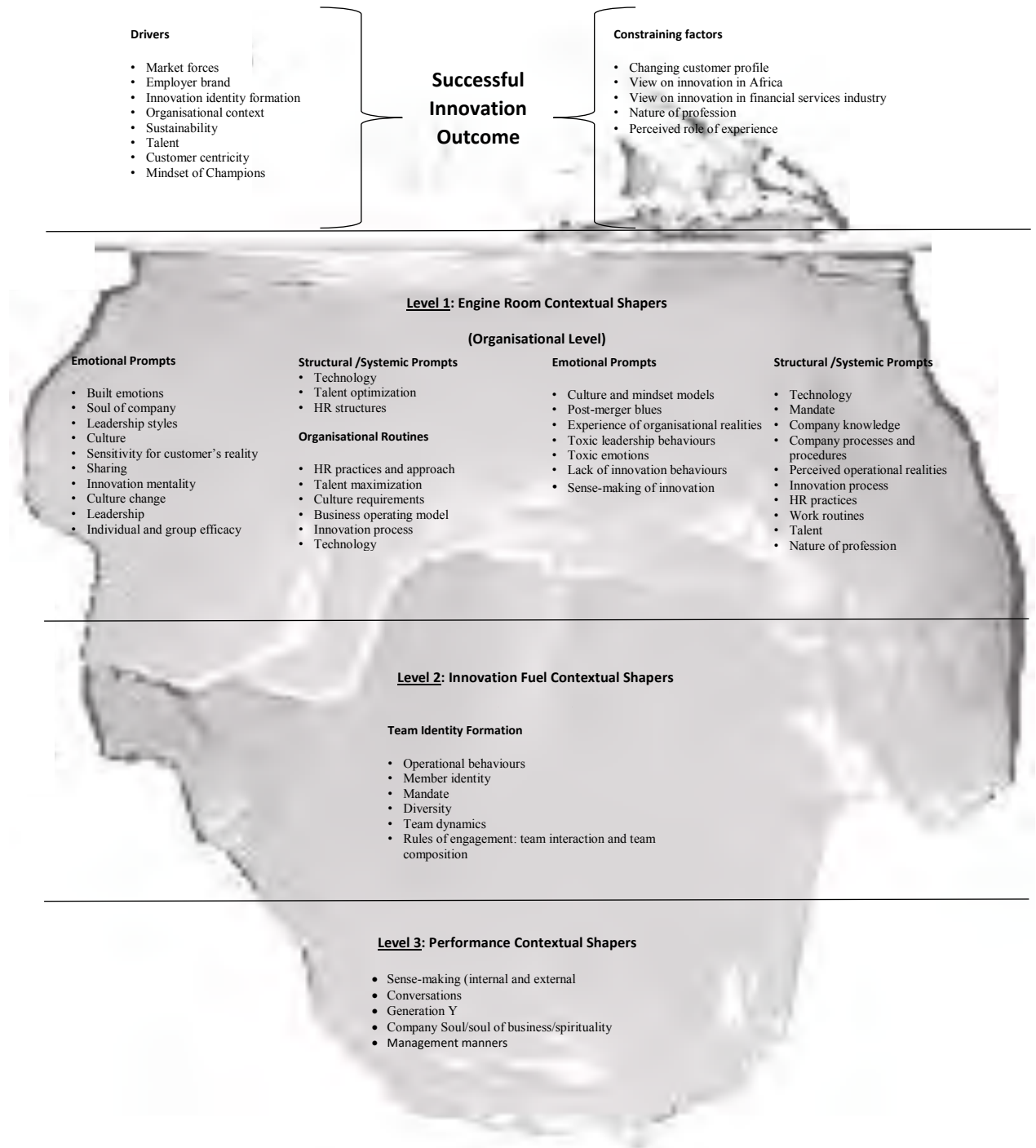
Successful Team Members	Unsuccessful Team Members
Members were experienced as being socially-emotionally fit to engage in conversations and interactions.	Members were experienced as being socially-emotionally more unfit, which led to a breakdown in conversations and interactions.

(Participant references: Paragraphs 6.3.1.3.1 (iv); 6.3.1.3.3; 6.4.1.5; 6.4.2.3.3 (v)).

7.3.3.2 Contextual Factors Impacting Successful or Unsuccessful Outcomes in Innovation Implementation Teams

The impact of contextual factors, referred to as “Contextual Shapers” as per the qualitative findings impacting the outcomes of teams, is illustrated below:

Figure 8: Contextual Factors Impacting Successful or Unsuccessful Outcomes in Innovation Implementation Teams



(Image adapted from <http://www.zfp.com/blog/post/bim-implementation>)

7.4 Side-by-Side Comparison: Merged Quantitative and Qualitative Results

The side-by-side comparison focused on answering the mixed methods research question, focusing on the emotive outlook constructs. In order to emphasise this comparison, the research question is restated, namely:

Question 5: “What results emerged from comparing the exploratory qualitative data about emotive outlook profiles and patterns of successful and unsuccessful groups with the outcome of quantitative assessment data measured with certain psychometric instruments?”

Table 34: Side-by-side Comparison: Quantitative and Qualitative Data: Emotive Outlook Profiles and Patterns: Individuals’ Successful and Unsuccessful Teams

Emotive Outlook Profiles and Patterns	Quantitative Assessment Results	Individual profiles		Team Profiles	
		Qualitative Findings:		Strengths / Drivers	
		Successful Teams	Unsuccessful Teams	Successful Teams	Unsuccessful Teams
1. <u>Outlook</u> (Positive-Negative)	<u>Total EQ-i²</u> : (Cohen’s <i>d</i> 0.49: Moderate) <u>Self-Regard</u> : (Cohen’s <i>d</i> 0.43: Moderate)	A positive emotive outlook, characterized by several built emotions, was observed. Members were experienced as emotionally fit and empowered.	Members were experienced as having a negative outlook, where negative emotions led to emotional toxicity. The experiences of members’ outlook indicated emotional unfitness and un-empowered behaviours.	<u>Cluster</u> : Emotional (Strengths: Optimism; Self-Confidence) (StrengthScope®)	<u>Cluster</u> : Emotional (Strength: Self-Confidence) (StrengthScope®)
2. <u>Focus</u> (Focused - Unfocused)	<u>16PF5</u> : Reasoning: Abstract: (Cohen’s <i>d</i> 0.64: Moderate to large)	Members were perceived as being mentally focused, mindful of emotional or situational distractions.	Members were experienced as having a negative outlook, where negative emotions led to emotional toxicity. The experiences of members’ outlook indicated emotional unfitness and un-empowered behaviours.	<u>Cluster</u> : Thinking (Strength: Critical Thinking) (StrengthScope®)	<u>Cluster</u> : Thinking (Strength: Detail Orientation) (StrengthScope®)
		(Participant references: Paragraphs 6.3.1.1(i); 6.3.1.3.3; 6.4.1.5; 6.4.2.2; 6.4.2.3.2).			
		(Participant references: Paragraphs			

3. Resilience (Resilient – Giving Up)	<u>Total EQ-i²:</u> Independence: (Cohen's <i>d</i> 0.60: Moderate)	Resilience was reflected in being emotionally energized, displaying endurance despite obstacles. (Participant references: Paragraphs 6.3.1.3.1 (ii); 6.3.1.3.3; 6.4.1.5; 6.4.2.3.2 (ii)).	Lack of resilience led to untimely quitting, displaying emotional depletion and unfit emotional behaviours. (Participant references: Paragraphs 6.3.1.3.1 (ii); 6.3.1.3.3; 6.4.1.5; 6.4.2.3.2 (ii)).	<u>Cluster:</u> Emotional (Strength: Resilience) (StrengthScope®)	<u>Cluster:</u> Execution (Strengths: Flexibility; Results-Focused) (StrengthScope®)
4. Self-Awareness (Self-Aware – Self-Unaware)	<u>Total EQ-i²:</u> (Cohen's <i>d</i> 0.49: Moderate) <u>Self-Perception:</u> (Cohen's <i>d</i> 0.57: Moderate to large) <u>Emotional Self-Awareness:</u> (Cohen's <i>d</i> 0.65: Moderate to large)	Members were perceived as emotionally aware, being tuned-in as regards to their own emotional queues and “hot buttons”. (Participant references: Paragraphs: 6.3.1.3.3; 6.4.1.5).	Emotional ineptness characterized by apparent tuned-out behaviours regarding own emotional queues and “hot buttons”. (Participant references: Paragraphs: 6.3.1.3.3; 6.4.1.5).	<u>Cluster:</u> Emotional (Strength: Emotional Control) (StrengthScope®)	<u>Cluster:</u> Execution (Strength: Self-Improvement) (StrengthScope®)
5. Social Intuition (Social Acumen – Lack Social Acumen)	<u>Total EQ-i²:</u> (Cohen's <i>d</i> 0.49: Moderate)	Members were perceived as being socially-emotionally adept, displaying emotional sensitivity towards others. (Participant references: Paragraphs 6.3.1.3.3; 6.4.1.5; 6.4.2.3.2 (iv)).	Members were perceived as behaving emotionally blunt, lacking apparent emotional sensitivity towards others. (Participant references: Paragraphs 6.3.1.3.3; 6.4.1.5; 6.4.2.3.2 (iv)).	---	---
6. Sensitivity to Context (Social Engagement – Lack Social Engagement)	<u>Total EQ-i²:</u> (Cohen's <i>d</i> 0.55: Moderate) <u>Self-Expression:</u> (Cohen's <i>d</i> 0.55: Moderate)	Members were experienced as being socially-emotionally fit to engage in conversations and interactions. (Participant references: Paragraphs 6.3.1.3.1 (iv); 6.3.1.3.3; 6.4.1.5; 6.4.2.3.3 (v)).	Members were experienced as being socially-emotionally more unfit, which led to a breakdown in conversations and interactions. (Participant references: Paragraphs 6.3.1.3.1 (iv); 6.3.1.3.3; 6.4.1.5; 6.4.2.3.3 (v)).	---	---
Source: Author					

7.5 Discussion of Findings

The findings were discussed as per the mixed methods research question and linked to results of the emotional outlook constructs, contextual findings and reported literature.

7.5.1 Discussion of Findings: Emotional Outlook Profiles and Patterns in Teams

(i) Emotional Outlook Construct: Outlook

It seemed that successful team members were more Positive in their outlook than unsuccessful team members. Individual team members reported higher levels of EQ-i² and subsequent feelings of self-regard, which could reflect in positivity as confirmed by the qualitative findings. This finding supported the observation of Dyer, Gregersen and Christensen (2014) of increased courage of innovators. Higher self-regard was also linked to higher self-esteem and self-efficacy, which could have improved performance (Whetten & Cameron, 2016). Self-regard and a positive outlook appeared to be linked. As Optimism was an Emotional Strength in Successful Teams, and Self-Confidence drove behaviour, it could be reported that the individuals in successful teams were more positively inclined than individuals in unsuccessful teams. As individuals were higher in their reported total EQ-i² scores and Self-Regard, it could be considered realistic positivism with feelings of empowerment. This could explain Self-Confidence as a driver or emotional strength for successful groups. This result confirmed Lin and Huang's (2016) proposed link between self-efficacy and resilience, positivity, knowledge sharing and increased performance and corroborated Archibald et al.'s (2013, p. 5) concept of "cognitive readiness" of members in successful teams. Cognitive readiness was characterised by amongst others, a positive outlook, change-readiness and appropriate strength management behaviours.

It was interesting to note that an Emotional Strength for unsuccessful teams was also Self-Confidence as a driver. The qualitative finding indicated a more negative outlook, which could probably negatively affected self-confidence, thereby impacting task results. Individual quantitative results indicated no statistical or practical significance. Lerner and Keltner (2000) reported the negativity impacts judgments adversely.

In terms of outlook, the quantitative and qualitative results converged, indicating a difference between successful and unsuccessful teams. This fulfilled the purpose of complementarity (refer: paragraph 1.2.4: Table 1).

(ii) **Emotional Outlook Construct: Focus**

Both a statistical and practical difference of moderate to large was reported for Reasoning to be more Abstract for successful than unsuccessful groups as per the 16PF5. This result informed the recommendation by Archibald et al. (2013, p. 10) that such team members have certain “cognitive capabilities”, which should be identified and measured. This implied a certain cognitive ability that could have provided the explanation as to why successful team members report Critical Thinking (Thinking Cluster) as a strength/driver. This strength referred to successful team members deriving energy from systematic, objective problem-solving approaches. It could be considered that the individual cognitive abilities cumulated in this strength. Scott and Bruce (1994, p. 601) reported the opposite in that a “... systematic problem-solving style had a direct negative effect on innovative behaviour.”

In the qualitative results, the findings reported greater emphasis on the aspect of being focused (being able to pay attention), which was observed amongst successful team members. It cannot be claimed that the quantitative and qualitative results were convergent. The quantitative results measured a different, but still insightful, aspect of focus. The purposes of Completeness and Compensation have been achieved as discussed in paragraph 1.2.4 (Table 1). A more comprehensive view was achieved on Focus due to both strands simultaneously compensating for the weaknesses of each other.

A Detail Orientation as a Thinking Strength was identified as a driver for unsuccessful team members. The qualitative findings indicated these team members to be unfocused, in the sense that project completion suffered. This attentiveness-to-detail by members was supported by Miron-Spektor et al., (2011), and shown to impact performance and risk-orientation of members.

This could be explained if energized by analysis (even if situations changed continuously, but time was spent analyzing), team members appeared distracted and unfocused. A tendency towards perfection as a “cognitive constraint”, which could have been related to this result was also reported by Archibald et al. (2013) as hampering team success. A similar observation was made by Tidd and Bessant (2013).

It could be postulated that observed increased attention and focus could lead to improved cognitive performance.

(iii) **Emotional Outlook Construct: Resilience**

Resilience was linked to the Independence (EQ-i²) score which reflected a moderate practical significance. This implied that successful team members behaved more self-directedly, were emotionally independent and made decisions independently. Confidence and feelings of personal accountability were higher and could have resulted in more resilience. This was confirmed by the qualitative observations in that successful team members were experienced as being able to persevere which was desirable. It seemed then that successful team members had a more Internal Locus of control. This is referred to by Brooks and Goldstein (2004, p. 3) as a “resilient mindset” and linked to improved team success, whilst Reivich and Shatté (2002) refers to a “resilience quotient”, linking resilience to emotional regulation, optimism, focus and self-efficacy. (pp. 35-46).

In the successful teams Resilience was also reported as an Emotional Driver or energizer. This could have possibly been the cumulative outcome of the individual observed resilience, confidence, emotional independence and subsequent accountability. Whetten and Cameron (2016) supported this, and linked resilience to individuals’ experiences of meaningfulness in their work. These findings supported the research findings of Hill et al. (2014, p. 30) in which it was highlighted that team members should be resilient (a case study conducted at Pixar), which enable them to “... distinguish between rejection of

his[/her] idea and rejection of him[/her] as a person” and “... [remaining] engaged.”

The unsuccessful teams were energised by Execution, and specifically Flexibility and being Results-Focused. The qualitative findings reported observations of unsuccessful team members’ tendencies to give up and appear to be apathetic. It could be that, because the team was energized by Flexibility, they changed focus continuously in order to be flexible, appearing to be non-resilient. As they were also energised by being Results-Focused, inner conflicts could have resulted in feelings of non-achievement and becoming despondent.

It can be claimed that the quantitative and qualitative results were convergent as regard to Resilience as an emotional outlook differentiator between successful and unsuccessful groups. The objective of Complementarity was achieved refer: Paragraph 1.2.4: Table 1).

(iv) **Emotional Outlook Construct: Self-Awareness**

This construct was strongly supported by quantitative findings for individuals. Practical and statistical significances were reported for Total EQ-i² to be moderate and Self-Perception as well as Emotional Self-Awareness to be moderate to large. All these indicated an understanding of own emotions, self-control and ultimately higher levels of EQ-i. Successful team members seemed to be conscious of paying sufficient attention to their intra-psychological or inner states. Qualitative observations corroborated this result earmarked by realistic self-appraisals, self-honesty, being willing to become vulnerable, as well as acknowledging own weaknesses. Research by Cherniss (2001) also confirmed a link between an individual’s emotional intelligence and organisational innovation. In a study conducted by Jordan and Troth (2004), individuals with higher levels of reported EQ-i seemed to “... perform better on tasks than teams whose members [had] lower levels of emotional intelligence ...” (p. 211). This was specifically linked to members’

self-emotional management.

As a group, team members were energized by the Emotional Strength: Emotional Control, remaining calm and productive. The individual traits of understanding of own emotions, and subsequent control of self, could have been reflected by this driver/energizer.

The unsuccessful group seemed to be more energised by egotistical needs for self-enhancement, appearing less in control of their own emotions, and being vulnerable as continuous feedback from others seemed to become crucial. It supported research by Jordan and Troth (2004, p. 212) who claimed that team members lacking in emotional self-management tended "... to engage in greater use of avoidance tactics."

It can be stated that Self-Awareness could be considered as one of the major differentiators between successful and unsuccessful team members. Druskat and Wolff (2001), as well as Goleman (2001), confirmed the link between self-awareness, group effectiveness and goal achievement. There is a slight corroboration between the two sets of data, in the sense that the quantitative data provided more evidence. The qualitative results reported self-awareness more indirectly. The objectives of Compensation (Refer: Paragraph 1.2.4: Table 1) was achieved in that the weaknesses of the qualitative findings were compensated for by the quantitative results.

(v) Emotional Outlook Construct: Social Intuition

As an emotional outlook construct, Social Intuition implied a sensitivity to the emotions of others with a focus on the interpersonal level. The confirmation of this construct for individuals could have been reflected in the higher reported EQ-i² scores, with a moderate practical significance for successful team members. This was a general indication of social (and emotional) behaviours/capabilities. This supported the assertion by Mayer, Salovey and

Caruso (2004) that individuals with higher levels of reported EQ-i² demonstrate higher "... verbal, social, and other intelligences ..." (p. 210). It seemed that since the successful team members were so Self-Aware, their own emotional self-management acted as catalysts for being sensitive to the emotions of others. It could be postulated that successful team members were more inner-, rather than other-directed, based on the reported individual quantitative results. This assumption confirmed the research of Jordan and Troth (2004), in that own emotional management seemed more important than being focused on the emotions of others as a distinguishing factor for team performance. Lin and Huang (2010) referred to the "relational capital" (p. 191) which could result from team members being socially intuitive.

Regarding team strengths no strength/energizer was reported on Relational Strengths for either the unsuccessful or successful groups. Qualitative observations confirmed, through evidence and experiences, that members of successful teams were interpersonally sensitive. This finding related to Whetten and Cameron (2016) claiming that effective and accurate responses to others' emotional cues could have led to improved social interactions.

The quantitative results and qualitative findings were divergent. This confirmed the finding of the literature which claimed that the intra-psychological functioning of individuals could carry more significance than interpersonal relationships for innovation implementation teams (Refer to Christensen & Raynor, 2003, p. 8 in paragraph 1.1: page 20 of this study). As divergent views were obtained, the objective of Diversity (Refer: Paragraph 1.2.4: Table 1) was achieved.

(vi) **Emotional Outlook Construct: Sensitivity to Context**

As an emotional outlook construct the focus of sensitivity to context was on the interpersonal and relational aspects implying socially correct behaviour. The successful team members' individual profiles indicated a moderate practical significance for Self-Expression. This could have indicated a close link with

Self-Perception, implying how the individual expressed internal states outwardly/verbally/non-verbally, Independence and Assertiveness. The higher reported EQ-i² scores (moderate practical significance) could have also indicated more appropriate social behaviours. The qualitative findings indicated similar experiences of successful team members as being sensitive to context.

No team strengths (Relational Strengths) were reported for either the successful or the unsuccessful teams. It seemed that intra-psychological strengths were confirmed rather than interpersonal strengths. This finding reflected what Ruef (2002, p. 429) referred to as: “The balance of tensions toward and away from innovation is largely determined by aspects of an individual’s relational context: the strength diversity and content of network ties.” It is recommended by Ruef (2002) to appoint members with weak tie relationships to teams, as it should impact innovation and problem-solving behaviours positively.

The quantitative and qualitative results were therefore divergent. The quantitative results confirmed the intra-psychological strengths, whilst the qualitative findings indicated appropriate socially-adapted behaviours. The objective of Diversity was achieved (Refer: Paragraph 1.2.4: Table 1).

7.5.2 Contextual Factors

The contextual factors, which could have impacted the successful or unsuccessful outcome of teams, were compared with the analogy of an iceberg, but at three levels. Firstly, there were the directly observable drivers and constraining factors impacting innovations. These were observed as above the surface, easy to identify and react upon.

Below the surface three levels were identified: the Engine Room Contextual Shapers (the Organisational Level), in the form of enablers (emotional prompts,

structural/systemic prompts and organisational routines) and disenablers (emotional prompts and structural/systemic prompts). This could be like an innovation dashboard giving signals.

Level two was the Innovation Fuel Contextual Shapers at the Team Level. This is deeper and often more difficult to observe, as it can easily be dwarfed by what happened in the engine room. At the deepest level three the Performance Contextual Shapers, namely sense-making processes, conversation scripts, Generation Y, company soul/soul of business/spirituality and management manners could be considered as the differentiator for innovation success, by creating the climate for successful teams.

Although the contextual factors did not answer the mixed methods research question, it provided for background and created the context for understanding the emotional outlook findings. Many of these contextual factors (such as leadership, perceived support and mutual expectations) have been confirmed by researchers, such as Scott and Bruce (1994) and Subramanian (2012).

Chapter 8: Discussion

8.1 Introduction

In this research study the relationship between team members, team composition and innovation was approached from two distinct literatures. The neuroscience literature, and specifically affective neuroscience, provided the framework for the study of emotive outlook. The management science literature on innovation allows for an understanding of the requirements, and current approaches to teams and innovation. It was therefore postulated that organisational sustainability can be enhanced through innovation implementation teams achieving successful outcomes. In the context of this study, innovation success was defined as the usability of the innovation outcome for both the internal or external customer. The focus of this research was to increase innovation implementation teams' chances of success, by investigating the emotive outlook profiles and patterns of these teams.

This was also put in context by Pierce and Delbecq (1977, p. 27) where the actual implementation of innovation ideas is described as a separate process. They state this succinctly: "... *implementation*, the installation of the adopted idea into a sustained recognizable behaviour pattern within the organisation." The fact that creative teams and implementation teams are different, and separate in terms of membership is emphasized by Miron-Spektor et al. (2011).

In answering the mixed methods research question, as per the meta-analysis conducted, the information is presented as follows. Firstly, the findings are presented and focus on the individual emotive outlook profiles, or patterns, of team members in successful and unsuccessful innovation implementation teams. Secondly, innovation implementation teams and specifically team identity are discussed in the light of the findings, followed by a brief discussion on contextual issues. These contextual issues refer specifically to the roles of the Innovation Sponsor/Champion, Generation Y, the soul of the company, and the role storytelling plays in innovation. Individual metacognitions regarding innovation are also discussed.

This discussion must be read within the appropriate context, namely, that the results of this study are not to be generalized to all organisational members involved in innovation or team situations. The focus is on team members in teams responsible for the implementation of innovation projects.

8.2 Emotive Outlook Profiles

“Emotive Outlook” is based on Davidson and Begley’s (2012) emotional style theory. They propose that an individual’s emotional style consists of six dimensions, each evidenced by a specific neural basis. The theoretical lens for this research is that of an industrial psychologist, measuring and investigating a neuro-scientifically developed theory. Therefore, using the research questions and measurements, the findings are based on quantitative and qualitative approaches referring to emotive outlook profiles and patterns of individuals in innovation implementation teams. Five assessments were administered, namely, the Emotional style Assessment (Davidson & Begley, 2012); the 16PF5; EI-i² for individual profiles, and the TESI and StrengthScope® for group profiles. Experiences and observations were probed with semi-structured interviews and focus group discussions.

The weak evidence, as presented in the findings for group emotional intelligence as measured by the TESI, and the results obtained with the emotional style questionnaire of Davidson & Begley (2012) were disappointing. However, these instruments when included in the test correlation are reasonable. Future research applications and instrument development, specifically for the emotional style questionnaire, is considered and is discussed in Chapter 9.

8.2.1 Individual Profiles

Results were reported and discussed for the 16PF5 (Factor B: Reasoning) and the EQ-i² (Total EQ-i-score, Composite Scale: Self-Perception and Sub-scales: Self-Regard and Emotional Self-Awareness. Interesting results were reported and

discussed for the Composite Scales: Self-Expression and Sub-scales: Emotional Expression and Independence.

Successful team members demonstrated higher cognitive competence than team members of unsuccessful teams. The qualitative findings also confirmed the cognitive prowess of successful team members. Cognitive competence and prowess are linked to the emotive outlook construct of Focus. That was the first distinguishing aspect reported between the groups. Successful team members' entry into groups was characterised by an increased focus, and cognitive reciprocity.

The intra-psychological focus namely an internal locus of control characterised successful team members with a similar finding made by Rotter (1966). This is reflected in the results of the EQ-i² and the qualitative findings. Successful team members were observed as competent as regard to their own emotional management. It was noted that those team members, although exhibiting a higher overall total emotionally intelligent score (implying social intelligence), did not have higher scores on the social components of the EQ-i². Self-efficacy seemed to be the strongest driver for individuals forming part of successful innovation implementation teams explaining why successful team members seem to be intrinsically motivated.

The results linked to the emotional style constructs of Outlook, Resilience and Self-Awareness. Implied strengths were reported for Social Intuition and Sensitivity to Context, based on higher scores for total emotional intelligence as well as the qualitative findings. The strong intra-psychological functioning and internal locus of control of successful team members impacted team dynamics and interpersonal relationships (Cherniss, 2001, p. 7).

Certain individual attributes (Focus; Outlook; Resilience and Self-Awareness) measured with the 16PF5 and the EQ-i² surveys linked to successful team membership. This is further emphasized by Tidd and Bessant (2013, p. 120), that the importance of the individual team member behaviour is key to the outcome of successful innovation projects.

8.2.2 Team Profiles

Team profiles were evaluated quantitatively and qualitatively and compared. The quantitative evaluation was done with the TESI (providing scores on team emotional intelligence) and the StrengthScope® (providing insight into motivators and drivers within teams). Qualitatively, context was provided to understand team profiles by tapping into the experiences of the innovation sponsors/champions by conducting semi-structured interviews. Actual team member experiences were explored in focus group discussions with the relevant participants and successful and unsuccessful team profiles were compared.

A surprise finding was that there were no differences between the successful and unsuccessful innovation teams' group emotional intelligence scores. The reason for this can be ascribed to the fact that innovation implementation teams are constantly performing under pressure to achieve task outputs. Membership of innovation implementation teams is constantly changing as task output requirements change, reflecting the concept of "membership turnover" as phrased by Druskat and Wolff (2001, p. 143). The existence, or shelf life, of the innovation implementation team varied from short- to medium term and in some instances long-term, impacting team bonding (emotional and social capital). Jordan and Troth (2004, p. 213) claimed that members "... working together for the first time and for a limited time ... [are often] randomly allocated." This implied that team identity in innovation implementation teams seemed downplayed. The concept of "cognitive readiness", as introduced by Archibald et al. (2014, p. 5) was confirmed implying that "... an indicator of how well the project team will perform during the planning and execution of the project" whilst relating to knowledge, expertise, and cognitive capability (Archibald et al., 2014, p. 9).

An interesting finding relates to trust in teams and group efficacy. Both these elements are based on the individual's repertoire of expertise and intra-psychological strengths rather than on the group's emotional intelligence as per the TESI results. This discussion is confirmed by Tidd and Bessant (2013, p. 139) referring to members as "assumed competent" being the motivation for inclusion in teams.

The results of the StrengthScope® reveal different motivators/strengths for successful and unsuccessful teams, and ways of going about achieving results. Successful teams are driven by Emotional Cluster Strengths (Optimism, Emotional Control, Self-Confidence and Resilience) and the Thinking Cluster (Critical Thinking), which link in the meta-analysis to the emotional style constructs of Outlook, Focus, Resilience and Self-Awareness. These results confirm that successful teams displaying what Miron-Spektor et al. (2011, p. 744) refer to as team members' sense of "team potency", believing in their abilities to achieve success. It is interesting and surprising to note that the interpersonal relationship aspect was not a motivation/driver for the successful innovation implementation team. This is confirmed by the finding that engagement in empathic behaviours was identified as a potential risk area. It can also be pondered as to whether interpersonal relationships are of any particular interest to these team members. Their focus reflects more task achievement orientations and self-management than building social relationships. The importance of interpersonal relationships in such teams is however not negated by these findings. It must be emphasized that a different dynamic is at play in these teams.

The unsuccessful teams are mostly motivated by Execution Strengths (Flexibility, Results-Focus and Self-Improvement), the Emotional Strength of Self-Confidence and the Thinking Strength of being detail orientated. Unsuccessful teams' energy seems to be mainly derived from task execution and the detail orientation plays a role in delaying task execution as their focus is on what and how to deliver and not the bigger picture. Strong feelings of confidence also hamper task execution as members seem overly confident in their abilities and unaware of their blind spots. They become defensive when plans are discussed preventing them from engaging in appropriate listening behaviours.

8.3 Contextual Factors

8.3.1 The Role of the Innovation Sponsor/Champion

The Innovation Sponsors/Champions formed part of the qualitative part of this research and were excluded from the quantitative assessments. They provided contextual insights answering the qualitative research questions, specifically on the role of emotive outlook and team composition. It seems that the role of the Innovation Sponsor/Champion is undefined and mostly implied as that of a catalyst for innovation at the organisational level and indirectly at team level.

Innovation Sponsors/Champions tend to become “project assassins” when they chose a technical focus instead of a championing role. This results in the Innovation Sponsors/Champions being technically too prominent at the expense of team progress and this is confirmed by Tidd and Bessant (2013). When innovation is not part of the Innovation Sponsor/Champion’s self-identity it contributed towards a lack of interest or passion for the innovation agenda.

Based on these findings, it seems that the Innovation Sponsor/Champion’s role is either formal or informal or a role by assumed by default whilst the importance of the role was not denied by them. When the role was perceived as separate from self-identity, responsibilities were considered outside the scope of their job descriptions. The role is referred to in the literature as “informal” (De Jong & den Hartog, 2010, p. 24) and functionally as an “organisational sponsor ... and Influencer ...” (Tidd & Bessant, 2013, p. 120). De Jong and den Hartog (2010, p. 24) emphasise the support provided by the Innovation Sponsor/Champion to innovation teams as important for overcoming stumbling blocks and achieving success. They must ensure sufficient resources for innovation teams and build their confidence (Tidd & Bessant, 2013).

8.3.2 Generation Y

The inclusion of Generation Y into innovation implementation teams is of interest and importance to the research participants. Generation Y, although a relevant

resource, perceives themselves as neglected and overlooked when teams are compiled. Skarzynski and Gibson (2008, p. 30) indicate younger people (and new appointees) to be valuable additions to these teams, as they “create a potent mix of diversity, energy, youth, and hustle” (p. 34). The role of Generation Y in coaching engagements, especially “reverse coaching”, is an interesting observation in that the younger generation coach and mentor the older generations to acquire modern technological skills.

It was observed that Generation Y participants appeared stressed, overloaded and frustrated because of reported information overload. Generation Y participants perceived that their generational characteristics are not necessarily taken into consideration in product innovations, by their institutions impacting levels of motivation to participate in innovation.

8.3.3 Soul of Business/Spirituality

A leader’s sense of spirituality characterises the soul of the business and reflects in their approach toward innovation. The approach and support of leaders can therefore be either enabling or disabling, confirming similar observations by Bantel and Jackson (1989), Scott and Bruce (1994), Janssen (2005), Puccio and Cabra (2010), Subramanian (2012), Tidd and Bessant (2013) as well as Hill et al. (2014). Caring leadership seems to enhance innovation behaviours of participants in teams.

The leadership approach is also reflected in their innovation outsourcing approach. The use of consultants often negatively impact the perceptions of team members making them feel insecure about their jobs resulting in team members behaving negatively. There appears to be a complacency amongst some leaders to acknowledge the urgency of an innovation agenda when their organisations are profitable. Their perception was that organisations only consider innovation as an option when there is a deficit or a crises.

8.3.4 Storytelling

Innovation behaviours in cultures are created and reinforced through conversations. These are either corridor conversations or more deliberate mechanisms such as storytelling that can contribute greatly towards changing mindsets. From an innovation perspective the contents of these stories, when related to either innovation successes or failures for the specific institution, can change attitudes about innovation. This point is interesting and indicates that participants were willing and open toward different approaches to establish a culture of innovation.

8.4 Summary

Creativity and specifically the incubation of ideas are increasingly outsourced as per discussions with the Innovation Sponsors/Champions because of the need for increased innovation efforts. The implications of this is that the adoption of innovations need teams for subsequent implementation and application of ideas. As a result, the identification of the most suitable individuals for such implementation teams increase in importance. However, it is not implied that implementation of innovation ideas cannot be undertaken, for example, at an individual level within the organisation.

Chapter 9: Conclusions, Limitations, Practice Implications, Recommendations and Future Research

9.1 Introduction

The purpose of this mixed methods study was to explore and investigate the emotive outlook profiles and patterns of individuals in innovation implementation teams. This study was conducted in the financial services industry and conclusions are based on the research questions and subsequent findings.

The following areas are addressed in the conclusions. Firstly, the differences in emotive outlook profiles between individuals in successful and unsuccessful teams. Secondly, emotive outlook profile differences between these teams. Thirdly, the implications of emotive outlook profiling for team composition. Lastly, contextual factors which could impact successful or unsuccessful outcomes in these teams. Following these conclusions recommendations are presented, as well as identified limitations of the research, practice implications, identified future areas for research as well as scholarship and knowledge contributions.

9.2 Emotive Outlook Profiles and Patterns

The innovation intelligence of organisations is embodied in individuals and reflected in team outputs. Based on the results of this research, it was concluded that deliberate efforts must go into “... selecting and building the appropriate team for the task and the context” (Tidd & Bessant, 2013, p. 133). The individual’s emotive outlook profile can form the basis of this selection and in the following order:

Threshold Competency (Goleman, 2001)	Cognitive Abilities	
Distinguishing Competencies (Goleman, 2001)	Self-awareness Outlook Resilience	Intrapersonal
	Social Intuition Sensitivity to Context	Interpersonal

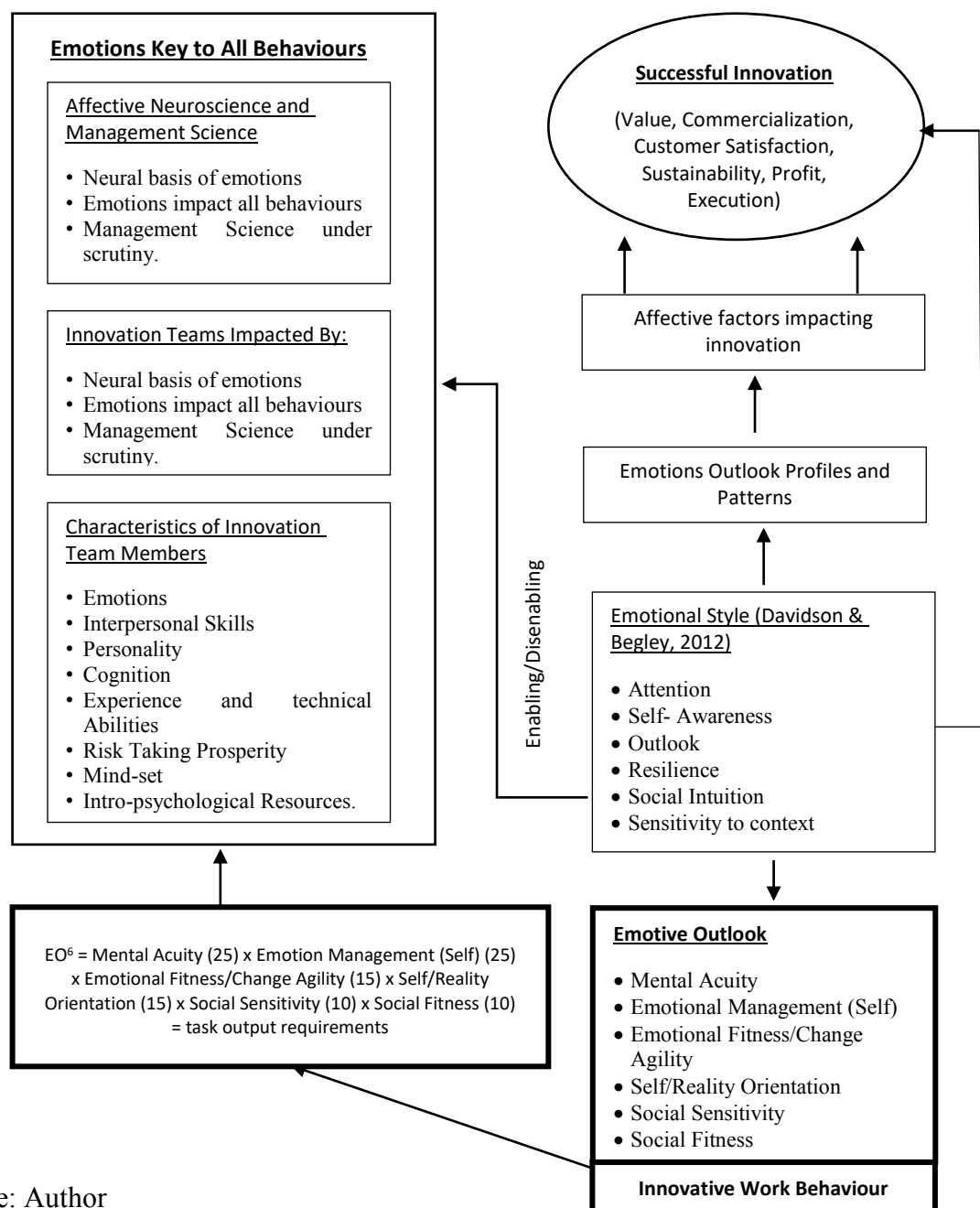
It was concluded that individuals’ higher levels of emotional intelligence (EQ),

feelings of self-regard and independence decreased susceptibility to emotional contagion in groups. This is interesting and can serve to explain the lack of identification with the team and experiences for the team members.

9.2.1 Adjusted Theoretical Framework

Based on the original theoretical framework presented in Chapter 2, page 17, the framework was adjusted to incorporate the findings of this research.

Figure 9: Adjusted Theoretical Framework: Emotive Outlook



Source: Author

9.3 Recommendations

Several recommendations, based on the conclusions regarding emotive outlook are presented for the composition of innovation implementation teams.

- (i) Based on the findings of this research it can be recommended that when emotive outlook constructs are assessed, certain aspects must be taken into consideration. Innovation implementation teams seem to be expected to achieve high levels of performance, whilst simultaneously subjected to time pressures. The focus is therefore output and not necessarily offering a typical team experience. Individuals forming part of these teams require high levels of cognitive abilities, coupled with individual emotional intelligence. It is also implied that established disciplinary expertise of the members, and the continuously changing nature of the team membership contribute towards a more apathetic attitude towards the team.

This assessment can be done with the current assessment instruments, namely, the 16PF5 (or an equivalent, to determine Reasoning/Mental Acuity) and the EQ-i² for emotional intelligence. As a correlation between individual strengths manifestations are observed as strengths in teams, pre-determination of team profiles (as a collective) are not recommended because of the continuous changing nature of team membership. Focus on overall team profiles does not add value to innovation implementation team composition criteria. The focus must therefore be on the individual.

- (ii) A recommended framework for the Emotive Outlook Profile of an Emotionally/Intellectually Fit Team Member of an innovation implementation team is adapted from the Emotional Style Theory of Davidson and Begley (2012).

Table 35: Proposed Framework: Emotive Outlook: Emotionally/Intellectually Fit Team Member: Innovation Implementation Teams

<u>Emotive Outlook Constructs: Proposed</u>	<u>Emotional Style Constructs</u> (Davidson & Begley, 2012)
<ul style="list-style-type: none"> Self/Reality Orientation 	<ul style="list-style-type: none"> Outlook

<ul style="list-style-type: none"> • Mental Acuity • Emotional Fitness/Change Agility • Emotional Management (Self) • Social Sensitivity • Social Fitness 	<ul style="list-style-type: none"> • Focus • Resilience • Self-Awareness • Social Intuition • Sensitivity to Context
Source: Author	

- (iii) The following formula is recommended for measuring emotive outlook profiles of individuals for inclusion into innovation implementation teams. The weightings allocated can ensure that the most appropriate emotionally fit individual will be selected for the team.

<u>Emotive Outlook (EO) Constructs:</u>	<u>Proposed Weighting %</u>
• Mental Acuity	• 25
• Emotional Management (Self)	• 25
• Emotional Fitness/Change Agility	• 15
• Self/Reality Orientation	• 15
• Social Sensitivity	• 10
• Social Fitness	• <u>10</u>
	100

The formula based on the above weightings is presented as:

$$EO^6 = \text{Mental Acuity (25)} \times \text{Emotion Management (Self) (25)} \\ \times \text{Emotional Fitness/Change Agility (15)} \times \text{Self/Reality} \\ \text{Orientation (15)} \times \text{Social Sensitivity (10)} \times \text{Social Fitness (10)} \\ = \text{task output requirements}$$

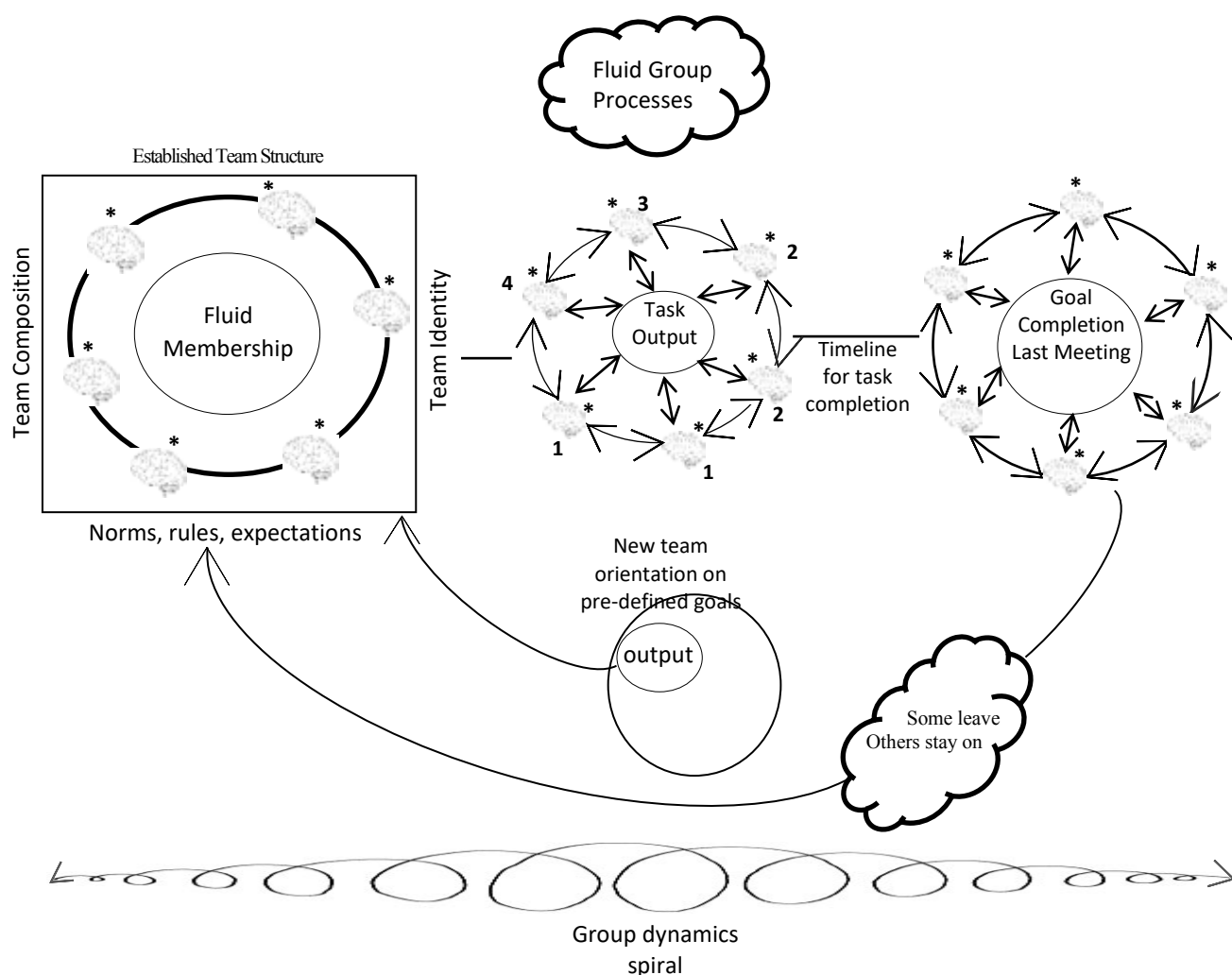
- (iv) Emotive Outlook is recommended to be included in the concept of Innovative Work Behaviours as originally proposed by Scott and Bruce (1994) to promote “idea realization” (Ramamurthy et al., 2005, p. 143; Subramanian, 2012, p. 385). The adapted definition presented by Ramamurthy et al. (2005, p. 143) is that Innovative Work Behaviours relate to: “... the intentional creation, introduction and application of new ideas within a work role, group or organisation, in order to benefit role performance, the group or the organisation.”

A recommended, adjusted definition for Innovative Work Behaviours based on the findings of this research is: “... the intentional creation, introduction and application of new ideas by *individuals with a certain emotive outlook profile* within a work role, group or organisation, in order to benefit the role

performance, the group or the organisation based on clearly defined task output requirements.”

- (v) Based on the team identity findings it is concluded that innovation implementation teams have unique identities. This implies that a certain level of group efficacy already exists upon individual acceptance of group membership. Members of successful innovation implementation teams’ emotional and cognitive fitness culminate in group efficacy.

The innovation implementation team identity formation process is cyclical of nature and depicted as follows:

Figure 10: Innovation Implementation Teams Identity Formation Process

* Fit for purpose profile:
 1, 3, 4 = first-time membership
 2 = second-time membership

Adapted from *Psychology in the work context* p. 244, by Z Bergh and D Geldenhuys, 2014, Cape Town, South Africa: Oxford University Press

9.4 Contextual Factors Impacting Successful Outcomes of Innovation Implementation Teams

Based on the strong ethos of customer-centricity amongst participants within this financial services industry study, there is continuous pressure for "... the introduction of incrementally upgraded products with unprecedented rapidity" (Steinford & Belfort, 2014, p. 50). The conclusion is that the focus on innovation teams, and the identification of the individuals participating in these teams, should be

intensified. Skarzynski and Gibson (2008) strengthened this conclusion with their reference to the execution of creative ideas as a major challenge in “... how to quickly get enough talent and capital behind those ideas ...” (p. 161). The recommendation for companies within the financial services industry is to consider adapting an identity of “fast followers” (Williamson & Yen, 2014, p. 31) rather than focusing on being trendsetters and cutting edge innovators, who continuously chase radical innovations.

Another recommendation is that contextual shapers (unique to every organization) referring to human resource practices, availability of resources, technological approaches and organisational routines should be re-evaluated to create space for innovation. These contextual shapers directly influence employees’ perceptions as they impact the psychological contract. The context, culture and innovation mindsets are continuously shaped through storytelling and narrative approaches and should be included in culture building interventions.

9.4.1 The Role of the Innovation Sponsor/Champion

Importance should be attached to the significance of the Innovation Sponsor/Champion’s role and it is recommended that their identity within the hierarchy and role responsibilities be clarified.

The appointment or nomination of the Innovation Sponsors/Champions justifies as much consideration as the appointment of the individual team member for innovation implementation teams.

9.4.2 The Role of Generation Y

The findings of this study indicate Generation Y as a focal point for future innovation discussions and innovation implementation team composition. It is recommended that attention be paid to their emotive outlook profiles for team inclusion, which will be crucial for future successful innovation implementation.

9.4.3 Metacognitions

Team members' metacognitions form an innovation consciousness filter that contributes to successful innovation implementation as it can be directly linked to sense-making processes, from internal and external perspectives.

The recommendation therefore relates to the creation of supportive organisational structures and cultures (through storytelling and narrative approaches) to become a preferred organisation attracting innovative-minded people.

9.5 Limitations of this Research Study

It is important to acknowledge the limitations of this research study which impacted the research outcomes (Nenty, 2009; Enslin, 2014; Bloomberg & Volpe, 2016). Identified limitations also indicate areas for future research and are discussed below.

- (i) The availability of assessments, specifically measuring emotional style was limited. The available assessment from Davidson and Begley (2012) reported no validity or reliability data. The researcher used four other assessments measuring aspects of emotional style.
- (ii) Secondly, a major limitation was the fact that, although several companies were approached (within the financial services industry) and expressed great interest in this study, three institutions declined participation after initial acceptance. Reasons related to other pressing business priorities and research fatigue amongst potential participants. The effect of this limitation was that the researcher approached other institutions afresh and the time deadline for data collection was extended. Eventually one International Institution and three Namibian Institutions participated.
- (iii) Due to budgetary limitations, travel to the different countries was limited. Certain interviews and focus group discussions were conducted via teleconferencing. Available technology in certain institutions also prevented

the use of Skype or video conferencing. The researcher addressed this by recording all interviews and keeping notes during discussions, as was reasonably possible, without impacting the flow of the discussions.

- (iv) The participants' availability was a limitation beyond the researcher's control even though some participants signed consent forms, they neglected to complete the online assessments or did not turn up for focus group discussions. This primarily was experienced with the International Case participation and reasons provided were pressing business issues or unforeseen meetings, resignations or illness. This was addressed by the specific companies nominating other participants, although not always possible leading to a restricted sample size.
- (v) The administration of the assessments was also a definite limitation. The researcher could not control the participant's physical comfort when completing the online assessments, nor other contextual issues (Cattell & Schuerger, 2003, p. 21). There were five online assessments, which seemed many, but were crucial for the research. This could negatively impact participants' willingness to be involved and complete the required assessments. The researcher continuously followed up with some participants through high-level persons in the respective organisations, without unduly pressurising participants to complete their assessments. The participants failing complete their assessments was a concern because these assessments, except for the Emotive Style Questionnaire, were expensive.
- (vi) As this is a mixed methods study careful planning was required as the qualitative and quantitative data collection and analysis were done concurrently. Although a detailed timeline was followed by the researcher as was reasonably possible, delays in participants completing assessments impacted this planning.

- (vii) This research was conducted within the financial services industry and these results cannot be generalized to other industries as the variables impacting innovation are context-specific.
- (viii) As the researcher is a student, research biases as a limitation were controlled by ensuring availability of detailed data collection and analysis information. It must be stated that this limitation could not be eliminated completely, as the researcher was involved in the entire research process and "... bias and prejudice will always be a concern and limitation" (Onwuegbuzie & Leech, 2004, p. 777).
- (ix) The different sizes of the qualitative and quantitative samples were limited by specificity in describing participant requirements. Creswell and Clark (2011) mentioned the importance of the quantitative sample size in the mixed methods design.
- (x) Statistical analysis limitations must be reported, specifically those relating to statistical significance (p values) and effect-size measures (Cohen *d*'s). Limitations in this study, which impacted p values and effect-size measures negatively, were the actual sample sizes (Onwuegbuzie & Leech, 2004).

9.5.1 Areas for Future Research

The following questions need to be considered before areas for future research are discussed:

- (i) What should be the most appropriate identity of innovation implementation teams?
- (ii) Would emotive outlook profiles of Generation Y individuals be different?
- (iii) Are traditional team dynamics and team formation theories flexible enough to accommodate innovation implementation team dynamics?
- (iv) What impact will artificial intelligence have on team composition and

identification of emotive outlook profiles for innovation implementation teams and subsequent group dynamics?

- (v) Should we concern ourselves with “team composition” per se, or rather just the identification of the most suitable individuals (cognitive and emotionally fit) whose strengths crystalize in line with output requirements?
- (vi) What could the impact of corporate, ethnic and self-cultures be on emotive outlook profiles and patterns in innovation implementation teams and subsequent team dynamics?

The proposed identified areas for future research for Industrial Psychologists is firstly the development of an emotive outlook assessment battery based on the results emanating from this research. The evaluation of mental acuity as it relates to innovation implementation should be a fertile research area. The Emotional Style Questionnaire (Davidson & Begley, 2012) may lend itself to further validation. Whilst inconclusive results were achieved with the TESI, more research should be interesting and a validated emotive outlook assessment battery for improved innovation implementation team composition, may be invaluable for team successes.

In order to generalise the findings of this research, duplication in different industries can be recommended. It is proposed that industries should be divided into those preferring disruptive innovation as the norm versus industries where the preferred focus is more on incremental innovation. Any differences in reported emotive outlook profiles will stimulate interesting debate and continuous research. The empirical usefulness of the emotive outlook profile assessment can also be extended into different functional areas, such as customer care and helping/caring professions.

Thirdly, it is evident from this research that emotive outlook profiles of Generation Y as it relates to innovation implementation teams, warrant additional insights. It would be significant since the future role of this group was underscored in the study.

Fourthly, as the impact of organizational, ethnic and self-cultures on innovation implementation team success was not explored. As the contextual importance of culture is recognized exciting opportunities for future research are presented. The assessment of the differences between cultural groups' emotive outlook profiles will add additional value.

A fifth identified future research area relates to the identify formation processes of innovation implementation teams. These teams are faced with added complexities such as elite-ticity of membership should be explored further. The additional dynamics in being part of a virtual innovation implementation team also point to additional research opportunities.

This study considered creativity and innovation as two different steps of the innovation process. Sixthly, an interesting research area should be presented when emotive outlook profiles of creative groups are compared with innovation implementation groups.

Seventhly, from an inter-disciplinary perspective, the results of this study (as proposed by the developed formula) can be linked to artificial intelligence programs. Benefits of such research can be linked to increased speed and accuracy of team composition efforts.

Eighthly, research methodology remains an evolving area, and specifically coding of qualitative data. More research is recommended to provide guidance to qualitative researchers when combining inductive and deductive coding approaches.

9.6 Practice Implications

The business environment is highly competitive and Bantel and Jackson (1989) emphasized this to be specifically true of the financial services industry. Although this study of Bantel and Jackson was conducted in 1989 the continuous pressure to

be innovative and competitive, was confirmed by this research with certain practical implications evident.

- (i) The leadership of organisations and specifically the human capital departments, can consider emotive outlook as a “distinguishing competency” (Goleman, 2001, p. 23) and cognitive abilities as a “threshold skill” (Goleman, 2001, p. 23) for individuals to be included in innovation implementation teams. Identification processes need to be adjusted to not just include individuals based on their availability, voluntarism, or existing relationships. The improvement of innovation efforts can be achieved by considering team composition and adjusting certain organisational routines, for example, reward practices, performance management as well as training and development interventions.
- (ii) Coaching processes for the technological empowerment of older generations should be redesigned. Reversed coaching (Generation Y coaching older generations) can be introduced as an additional organisational routine.
- (iii) Special attention should be paid to the external recruitment of Innovation Sponsors/Champions creating a pool of available talent, characterized by passion for innovation, project management skills, social capital building interests and emotional intelligence. Practitioners should consider the impact of Innovation Sponsors/Champions on teams.
- (iv) Practitioners should consider embedding innovation as part of everyday conversations through a deliberate effort. This could enhance innovation implementation teams’ chances for success if the conversational content through all communication channels reinforces the same message.

9.7 Knowledge and Scholarly Contributions

The knowledge contributions of this study focused on the theoretical gap and subsequent research problem identified. The emotional style constructs as proposed

by Davidson and Begley (2012) were redefined based on the research results. Furthermore, these constructs were prioritised specifically for innovation implementation teams and subsequently encapsulated into a formula. This was considered as the major knowledge contribution of this study.

The contextualised merged qualitative findings presented as three levels, which added a different dimension to the ice-berg analogy, confirmed the knowledge claim that emotions should be recognized as important for innovation implementation teams.

The depiction of the cyclical nature of innovation implementation team identity formation processes and dynamics, added to the current body of knowledge regarding team processes.

A scholarly contribution of this study related to research methodology. The mixed methods research approach is presented as an exciting methodological choice leading to deeper insights. This study can contribute and be considered providing methodological guidance to students undertaking similar research.

Another contribution was acknowledging the value of qualitative data coding when deep personal reflection is combined with CAQDAS (Computer Assisted/Aided Qualitative Data Analysis). This contribution reinforced the value of phenomenology the role of induction in data analysis.

9.8 Summary

This study was summarised as per the question by Bryman (2007, p. 20): "... mixed methods research should ask a simple question: Has my understanding of my quantitative/qualitative findings, been substantially enhanced by virtue of the fact that I also have qualitative/quantitative findings, and have I demonstrated that enrichment?" This study confirmed differences in the emotive outlook profiles and

patterns of successful and unsuccessful innovation implementation teams within the financial services industry. Both the quantitative and qualitative strands of data complemented each other and therefore answered the stated research questions.

REFERENCE LIST

- Adair, J. (2009). *Effective innovation: The essential guide to staying ahead of the competition*. London: Pan Macmillan.
- Adams, J., Khan, H. T. A., & Raeside, R. (2014). *Research methods for business and social science students* (2nd ed.). New Delhi, India: Sage.
- Addison, G. (2005). *The competitive edge: Making innovation happens*. Meyersdal, Gauteng, South Africa: The Engineering Association.
- Addison, G., Furber, P., & Emdon, C. (2005). *The leading edge: Dividend of democracy*. Meyersdal, Gauteng, South Africa: The Engineering.
- Algoe, S. B., & Fredrickson, B. L. (2011). Emotional fitness and the movement of affective science from lab to field. *American Psychologist*, 66(1), 35-42. doi:10.1037/90021720.
- Altman, E. J., & Tripsas, M. (2015). Product to platform transitions: Organizational identity implications. In C. E. Shalley, M. A. Hitt & J. Zou (Eds.), *The Oxford handbook of creativity, innovation, and entrepreneurship* (pp. 379-394). New York: Oxford University Press.
- Amaratunga, D., Baldry, D., Sarshar, M., & Newton, R. (2002). Quantitative and qualitative research in the built environment: Application of “mixed” research approach. *Work Study*, 51(1), 17-31.
- Archibald, R. D., Di Filippo, I., Di Filippo, D., Archibald, S. C. (2013). Unlocking a project team’s high-performance potential using cognitive readiness: A research study report and call to action. *PM World Journal*, 2(xi), 1-46 November.
- Armony, J., & Vuilleumier, P. (Eds.) (2013). *The Cambridge handbook of human affective neuroscience*. New York: Cambridge University Press.
- Arnold, J., & Randall, R. 2010. *Work psychology: Understanding human behaviour in the workplace*. (5th ed.) New York: Pearson Education Limited.

- Arntz, W., Chasse, B., & Vicente, M. (2005). *What the bleep do we know!? Discovering the endless possibilities for altering your everyday reality*. Deerfield Beach, Florida: Health Communications.
- Ashkanasy, N. M. (2005). Emotions in organisations: A multi-level perspective. *Organizational Behavior and Strategy*, 2, 9-54. doi:10.1016/S1475-9144(03)02002-2.
- Ashkanasy, N. M., & Ashton-James, C. E. (2005). Emotion in organisations: A neglected topic in psychology, but with a bright future. In G. P. Hodgkinson & J. K. Ford (Eds.), *International review of industrial and organizational psychology* (pp. 221-268). Chichester, West Sussex: John Wiley & Sons.
- Axim, W. G., & Pearce, L. D. (2006). Motivations for mixed method social research. In W. G. Axim & L. D. Pearce (Eds.), *Mixed method data collection strategies* (pp. 1-25). Retrieved from scholar.google.com/scholar?hl=en&q=Motivation+for+mixed+research+&btnG=&as_sdt=1%2C5&as_sdt=isernepal.org.np/download/introduction.
- Bakx, N. (2007). *Which personality traits do innovative people possess?* (Master's Thesis, University of Amsterdam). Retrieved from scholar.google.com/scholar?hl=en&q=Nina+Bakx3%A+which+personality+traits+do+innovative+people+possess&btnG=&as_lsd+=1%2C5
- Banich, M. T., & Compton, R. J. (2011). *Cognitive neuroscience* (3rd ed.). London, UK: Wadsworth Cengage Learning.
- Bantel, K. A., & Jackson, S. E. (1989). Top management and innovations in banking: Does the composition of the top team make a difference? *Strategic Management Journal*, 10, 107-124.
- Barbour, R. (2013). Qualitative Research kit: Doing focus groups: *SAGE Publications Ltd*, 93-102. doi:10.4135/9781849208956.
- Barry, C. (1998). Choosing qualitative data analysis software: Atlas.ti and Nudist compared. *Sociological Research Online*, 3(3), 1-18.

- Barth, S. (2004). 3-D Chess: Boosting team productivity through emotional intelligence. In Harvard Business School. *The results driven manager: Teams that click* (pp. 49-61). Boston, Massachusetts: Harvard Business School Press.
- Barrett, L. F., & Satpute, A. B. (2013). Large-scale brain networks in affective and social neuroscience: Towards an integrative functional architecture of the brain. *Current Opinion in Neurobiology*, 23, 361-372.
- Basit, T. N. (2003). Manual or electronic? The role of coding in qualitative data analysis. *Educational Research*, 45(2), 143-154.
doi:1080/0013188032000133548.
- Bear, M. F., Connors, B. W., & Paradiso, M. A. (2007). *Neuroscience: exploring the brain* (3rd ed.). Philadelphia, PA: Lippincott Williams & Wilkins.
- Belbin, M. (1993). *Team roles at work*. Oxford: Butterworth-Heinemann.
- Bennett, R. (2012). Selection of individuals to serve on major gift fundraising teams: A study of membership choice criteria. *International Journal of Nonprofit and Voluntary Sector Marketing*, 17(1), 49-64.
doi:10.1002/nvsm.419.
- Berg, B. L., & Lune, H. (2014). *Qualitative research methods for the social sciences* (8th ed.). Essex, England: Pearson, Education Limited.
- Bergh, Z., & Geldenhuys, D. (2014). (Eds.) *Psychology in the work context* (5th ed.). Cape Town, South Africa: Oxford University Press.
- Berridge, K. C. (2003). Comparing the emotional brains of human and other animals. In R. J. Davidson, K. R. Scherer & H. H. Goldsmith (Eds.), *Handbook of affective sciences* (pp. 25-51). New York: Oxford University Press.
- Bezuidenhout, R-M., & Cronje, F. (2014). Qualitative data analysis. In F. du Plooy-Cilliers, C. Davis & R-M. Bezuidenhout (Eds.), *Research matters* (pp. 228-251). Cape Town, South Africa: Juta & Company Ltd.
- Bezuidenhout, R-M., (2014). Theory in research. In F. du Plooy-Cilliers, C. Davis & R-M. Bezuidenhout (Eds.), *Research matters* (pp. 36-58). Cape Town, South Africa: Juta & Company Ltd.

- Biesta, G. (2011). Pragmatism and the philosophical foundations of mixed methods research. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 95-117). London: SAGE.
- Biolo, J. (2004). Six steps toward making a team innovative. In Harvard Business School. *The results driven manager: Teams that click* (pp. 62-69). Boston, Massachusetts: Harvard Business School Press.
- Bloomberg, L. D., & Volpe, M. (2008). *Completing your qualitative dissertation: A roadmap from beginning to end*. Thousand Oaks, CA: SAGE Publications.
- Bloomberg, L. D., & Volpe, M. (2016). *Completing your qualitative dissertation: A roadmap from beginning to end* (3rd ed.). Thousand Oaks, CA: SAGE Publications.
- Bong, S. A. (2002). Debunking myths in qualitative data analysis. *Forum: Qualitative Social Research*, 3(2), 1-10.
- Bouncken, R. B. (2004). Cultural diversity in entrepreneurial terms: Findings of new ventures in Germany. *Creativity and Innovation Management*, 13(4), 240-253.
- Boudreau, K. J., & Lakhani, K. R. (2013). Using the crowd as an innovation partner. *Harvard Business Review*, 91, 60-69, April.
- Boyatzis, R. E. (2009). Competencies as a behavioral approach to emotional intelligence. *Journal of Management Development*, 28(9), 749-770. doi:10.1108/02621710910987647.
- Brief, A. P., & Weiss, H. M. (2002). Organizational behavior: Affect in the workplace. *Annual Review of Psychology*, 53, 279-307.
- Brett, J., Benfar, K., & Kern, M.C. 2009. *Managing multicultural teams. The Essential Guide to Leadership*, 85.
- Brooks, R., & Goldstein, S. (2004). *The power of resilience: Achieving balance, confidence, and personal strength in your life*. New York: McGraw-Hill.

- Bryman, A. (2006). Integrating quantitative and qualitative research: How is it done? *Qualitative Research*, 6(1), 97-113.
doi:10.1177/1468794106058877.
- Bryman, A. (2007). Barriers to integrating quantitative and qualitative research. *Journal of Mixed Method Research*, 1(1), 8-22.
- Bryman, A. (2012). *Social research methods* (4th ed.). New York: Oxford University Press.
- Bryman, A., & Bell, E. (2011). *Business research methods* (3rd ed.). New York: Oxford University Press.
- Bubel, D., Ostraszewska, Z., Turek, T., & Tylec, A. (2015). Innovation in developing countries – a new approach. *EIRP Proceedings*, 10, 648-657.
- Burgdorf, J., & Panksepp, J. (2005). The neurobiology of positive emotion. *Neuroscience and Behavioral Reviews*, 30, 173-187.
doi:10.1016/j.neubiorev.2005.06.001.
- Caracelli, V. J., & Greene, J. C. (1993). Data analysis strategies for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, 15(2), 195-207.
- Carr, G. (2015, November 2). The year of the organoid: The brave new world of lab-grown body parts. *The Economist*. Retrieved from <http://www.theworldin.com/article/10640/year-organoid>.
- Carson, S. (2014). The unleashed mind. *Scientific American Mind*, 23(1), 28-35.
- Carter, R., Aldridge, S., Page, M., & Parker, S. (2009). *The brain book: An illustrated guide to its structure, function and disorders* (2nd ed.). London: Dorling Kindersley Limited.
- Carter, R., Aldridge, S., Page, M., & Parker, S. (2014). *The brain book: An illustrated guide to its structure, function and disorders* (2nd ed.). London: Dorling Kindersley Limited.

- Cattell, H. E. P., & Mead, A. D. (2008). *The Sixteen Personality Factor Questionnaire (16PF)* In G.J. Boyle & G. Matthews. (Eds.), *The Sage handbook of personality and assessment* (pp. 135-159). Thousand Oaks, CA; Sage Publications.
- Cattell, H. E. P., & Schuerger, J. M. (2003). *Essentials of 16PF® assessment*. Canada: John Wiley & Sons, Inc.
- Cattell, R. B., Cattell, A. K. S., & Cattell, H. E. P. (2006). *16 PF. South African version. User's manual* (2nd ed.). Johannesburg, South Africa: Jopie van Rooyen & Partners SA (Pty) Ltd.
- Chen, G., Farh, J. L., Campbell-Bush, E. M., Wu, Z., & Wu, X. (2013). Teams as innovative systems: Multilevel motivational antecedents of innovation in R & D teams: Research report. *Journal of Applied Psychology*, 98(6), 1018-1027. doi:10.1037/a0032663.
- Cherniss, C. (2001). Emotional intelligence and organizational effectiveness. In C. Cherniss & D. Goleman (Eds.), *The emotionally intelligent workplace* (pp. 3-26). San Francisco, CA: Jossey-Bass.
- Chiao, J. Y. (2010). At the frontier of cultural neuroscience: Introduction to the special issue. *Social Cognition and Affective Neuroscience*, 5(2-3), 109-110. doi:10.1093/scan/nsq064
- Cilliers, F. & Werner, A. (2014). Group behaviour and other social processes in organisations. In Z. Bergh, & D. Geldenhuys (Eds.). *Psychology in the work context* (5th ed.) (pp. 240-270). Cape Town, South Africa: Oxford University Press.
- Costa, P. T. (Jr.), & McCrae, R. R. (n.d.). *NEO personality inventory revised*. Retrieved from <http://www.unifr.ch/ztd/HTS/inftest/WEB-Informationssystem/en/4>
- Choi, J. N., & Price, R. H. (2005). The effects of person-innovation fit on individual responses to innovation. *Journal of Occupational and Organizational Psychology*, 78, 83-96. doi:10.1348/096317904x22953.
- Christensen, C. M. (2000). *The innovator's dilemma: When new technologies cause great firms to fail*. Boston, MA: Harvard Business Review Press.

- Christensen, C. M., & Raynor, M. E. (2003). *The innovator's solution: Creating and sustaining successful growth*. Boston, MA: Harvard Business School Press.
- Christensen, C. M., & Van Bever, D. (2014). The capitalist's dilemma. *Harvard Business Review*, 92(6), 61-68.
- Chrysikou, E. G. (2014). Your fertile brain at work. *Scientific American Mind*, 23(1), 86-93.
- Cohen, W. A. (2014). The practical Drucker: *Applying the wisdom of the world's greatest management thinker*. New York: AMACOM.
- Cooper, D. R., & Schindler, P. S. (2003). *Business research methods* (8th ed.). New York: McGraw-Hill/Irwin.
- Crainer, S., & Dearlove, D. (2014). *Breakthrough thinking to take your business to the next level*. Thinkers50 innovation. New York: McGraw Hill Education.
- Creswell, J. W., & Creswell, J. D. (2005). Mixed methods research: *Developments, debates and dilemmas*. In R. A. Swanson & E. F. Holten III (Eds.), *Research in organisations. Foundations and methods of inquiry* (pp. 315-326). San Francisco, CA: Berrett-Koehler Publishers, Inc.
- Creswell, J. W. (2009). Research design: *Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Sand Francisco, CA: Sage Publications, Inc.
- Creswell, J. W. (2015). *A concise introduction to mixed method research*. Thousand Oaks, CA: Sage Publications, Inc.
- Creswell, J. W., & Clark, V. L. P. (2011). *Designing and conducting mixed method research* (2nd ed.). Los Angeles, CA: Sage Publications, Inc.
- Curry, L. A., Nembhard, I. M., & Bradley, H. (2009). Key issues in outcomes research. *AhaJournal*, 119, 1442-1452.
doi:10.1161/CIRCULATIONAHA.107.742775

- Daniel, L. J., & Davis, C. R. (2009). What makes high-performance teams excel? *Research Technology Management*, 52(4), 40-45.
- Davidson, C. (2009). Transcription: Imperatives for qualitative research. *International Journal of Qualitative Methods*, 8(2), 36-52.
- Davidson, R. J. (2003). Affective neuroscience and psychophysiology: Toward a synthesis. *Psychophysiology*, 40(2003), 655-665.
- Davidson, R. J. (2004). Well-being and affective style: Neural substrates and biobehavioral correlates. *Phil. Trans. R. Soc. Lond. B.*, 359, 1395-1411. doi:10.1098/rstb.2004.1510.
- Davidson, R. J., & Begley, S. (2012). *The emotional life of your brain. How its unique patterns affect the way you think, feel and live ... and how to change them*. London: Hodder & Stoughton Ltd.
- Davidson, R. J., Jackson, D. C., & Kalin, N. H. (2000). Emotion, plasticity, context, and regulation: Perspectives from affective neuroscience. *Psychological Bulletin*, 126(b), 890-909. doi:10.1037//0033-2909.126.6.890.
- Davidson, R. J., Pizzagalli, D., Nitschke, J. B., & Kalin, N. H. (2003). Parsing the subcomponents of emotion and disorders of emotion: Perspectives from affective neuroscience. In R. J. Davidson, K. R. Scherer & H. H. Goldsmith (Eds.), *Handbook of affective sciences* (pp. 8-24). New York: Oxford University Press.
- Davidson, R. J., Scherer, K. R., & Goldsmith, H. H. (Eds.). (2003). *Handbook of affective sciences*. New York: Oxford University Press.
- Davis, C. (2014). The aims of research. In F. Du Plooy-Cilliers, C. Davis & R. M. Bezuidenhout (Eds.), *Research matters* (pp. 72-81). Cape Town, South Africa: Juta & Company Ltd.
- Davis, K. L., Panksepp, J., & Normansell, L. (2003). The affective neuroscience personality scales: Normative data and implications. *Neuro-Psychoanalyst*, 5(1), 57-69.
- Dawar, N. (2013). *TILT shifting your strategy from products to customers*. Boston, MA: Harvard Business Review Press.

- De Brabandere, L., & Iny, A. (2013). *Thinking in new boxes: A new paradigm for business creativity*. New York: Random House.
- De Dreu, C. K. W., West, M. A., Fischer, A. H., & Mac Curtain, S. (2001). Origins and consequences of emotions in organizational teams. In R. L. Payne & C. L. Cooper (Eds.), *Emotions at work: Theory, research and applications for management* (pp. 199-217). West Sussex, England: John Wiley & Sons.
- De Jong, J. P., & Den Hartog, D. N. (2007). How leaders influence employees' innovative behavior. *European Journal of Innovation Management*, 10(1), 41-64. doi:10.1108/14601060710726546.
- De Vos, A. S., Strydom, H., Fouche, C. B., & Delport, C. S. L. (2011). (Eds) *Research at grass roots for the social sciences and human service profession* (4th ed.). Pretoria, South Africa: Van Schaik.
- De Young, C. G., Peterson, J. B., & Higgins, D. M. (2005). Sources of openness/intellect: Cognitive and neuropsychological correlates of the fifth factor of personality. *Journal of Personality*, 73(4). doi:10.1111/j.1467-6494.2005.00330.x.
- Delport, C. S. L., & Fouché, C. B. (2011). Mixed methods research. In A. S. De Vos, H. Strydom, C. B. Fouche, & C. S. L. Delport. (Eds) *Research at grass roots for the social sciences and human service profession* (4th ed.) (pp. 433-448). Pretoria, South Africa: Van Schaik.
- Denscombe, M. (2008). Communities of practice: A research paradigm for the mixed methods approach. *Journal of Mixed Methods Research*, 2(3), 270-283. doi:10.1177/1558689808316807.
- DiCicco-Bloom, B., & Crabtree, B. I. (2006). The qualitative research interview. *Medical Education*, 40, 314-321. doi:10.1111/j.1365-2929.2006.02418.x.
- Dietrick, A. (2004). The cognitive neuroscience of creativity. *Psychonomic Bulletin & Review*, 11(6), 1011-1026. doi:10.3758/BF03196731.
- Dimov, D. (2007). From opportunity insight to opportunity intention: The importance of person-situated learning match. *Entrepreneurship Theory and Practice*, 31, 561-583. doi:10.1111/j.1540-6520.2007.00188.x.

- Dispenza, J. (2012). *Breaking the habit of being yourself: How to lose your mind and create a new one*. Carlsbad, California: Hay House.
- Do Amaral, J. R., & De Oliveira, J. M. (2014). Limbic system: The center of emotions. *The Healing Centre On-Line*. Retrieved from [https://www.bing.com/search?q=Dot Amaral %2+J.R. +%26+De+Oliveira%2 C=J.M.x2014.4](https://www.bing.com/search?q=Dot+Amaral%2+J.R.+%26+De+Oliveira%2+C=J.M.x2014.4).
- Dodgson, M., Gann, D., & Salter, A. (2008). *The management of technological innovation: strategy and practice*. New York: Oxford University Press.
- Dominguez-Borras, J., & Vuilleumier, P. (2013). Affective biases in attention and perception. In J. Armony & P. Vuilleumier, (Eds), *The Cambridge handbook of affective neuroscience* (pp. 331-356). New York: Cambridge University Press.
- Dougherty, D. (2006). Organizing for innovation in the 21st century. In S. R. Clegg, C. Hardy, T. B. Lawrence & W. R. Nord, (Eds), *The Sage handbook of organization studies* (2nd ed.) (pp. 598-617). London: Sage Publications.
- Drucker, P. F. (2008). *Classic Drucker*. Essential Wisdom of Peter Drucker from the pages of Harvard Business Review. Boston, MA; Harvard Business School Publishing Corporation.
- Druskat, V.U., & Wolff, S.B. (2001). *Group Emotional Intelligence and its Influence on Group Effectiveness*, In C. Cherniss & D. Goleman (Eds), *The emotionally intelligent workplace*. San Francisco; CA: Jossey-Bass. (pp. 132-155).
- Du Chatenier, E., Verstegen, J. A. A. M., Biemans, H. J. A., Mulder, M., & Omta, O. S. W. F. (2010). Identification of competencies for professionals in open innovation teams. *Red Management*, 40(3), 271-280. doi:10.1111/j.1467-9310.2010.00590.x.
- Du Plooy-Cilliers, F. (2014). Research paradigms and traditions. In F. Du-Plooy-Cilliers, F. Davis & R. M. Bezuidenhout (Eds.), *Research matters* (pp. 18-36). Cape Town, South Africa: Juta & Company.
- Du Plooy-Cilliers, F., Davis, C., & Bezuidenhout, R-M. (Eds.). (2014). *Research matters*. Cape Town, South Africa: Juta & Company.

- Dyer, J., Gregersen, H., & Christensen, C. M. (2011). *The innovators DNA. Mastering the five skills of disruptive innovators*. Boston, MA: Harvard Business Review Press.
- Enslin, C. (2014). Limitations, delimitations and recommendations. In F. du Plooy-Cilliers, C. Davis & R. M. Bezuidenhout (Eds.), *Research matters* (pp. 274-281). Cape Town, South Africa: Juta and Company Ltd.
- Farr, F., & Ford, C. (1990). Individual innovation. In M. A. West & J. L. Farr (Eds.), *Innovation and creativity at work: Psychological and organizational strategies* (p. 43). Chichester: Wiley.
- Feilzer, M. Y. (2010). Doing mixed methods research pragmatically: Implications for rediscovery of pragmatism as a research paradigm. *Journal of Mixed Methods Research*, 4(1), 6-16. doi:10.1177/1558689809349691.
- Fineman, S. (2006). Emotion and organizing. In S. R. Clegg, C. Hardy, T. B. Lawrence & W. R. Nord (Eds.), *The Sage handbook of organization studies* (2nd ed.) (pp. 675-700). London: Sage Publications.
- Fisk, P. (2008). *Business genius: A more inspired approach to business growth*. Chichester: Capstone Publishing Ltd.
- Fleming, L. (2004). Perfecting cross-pollination. *Harvard Business Review*, 82(9), 22-23.
- Fletcher, D., & Sarkar, M. (2012). A grounded theory of psychological resilience in Olympic champions. *Psychology of Sport and Exercise*, 13, 669-678. doi:10.1016/j.psychsport.2012.04.007.
- Forgas, J. P., & East, R. (2008). On being happy and gullible: Mood effects on scepticism and the detection of deception. *Journal of Experimental Social Psychology*, 44, 1362-1367. doi:10.1016/j.jesp.2008.04.010.
- Fowler, J. H., & Christakis, N. A. (2008). Dynamic spread of happiness in a large social network: Longitudinal analysis over 20 years in the Framingham Heart Study. *MJ* 2008; 337: a2338, 1-9. doi:10.1136/hmj.a2338.
- Fox, E. (2012). *Rainy brain, sunny brain: The new science of optimism and pessimism*. London: Arrow Books.

- Fredrickson, B. I. (2003). The value of positive emotions. *American Scientist*, 91, 330-335.
- Fredrickson, B. L., & Branigan, C. (2005). Positive emotions broaden the scope of attention and thought – action repertoires. *Cognition and Emotion*, 19(3), 313-332. doi:10.1080/02699930441000238.
- Fritz, C. O., Morris, P. E., & Richter, J. F. (2011). Effect size estimates: Current use, calculations, and interpretation. *Journal of Experimental Psychology: General*, 141(1), 2-18. doi:10.1037/a0024338.
- Gardhouse, K., & Anderson, A. K. (2013). Objective and subjective measurements in affective science. In J. Armony & P. Vuilleumier (Eds.), *The Cambridge handbook of human affective neuroscience* (pp. 57-55). New York: Cambridge University Press.
- Garud, R., Tueftscher, P., & van de Ven, A. H. (2015). Business innovation processes. In C. E. Shalley, M. A. Hitt & J. Zhou (Eds.), *The Oxford handbook of creativity, innovation, and entrepreneurship* (pp. 339-352). New York: Oxford University Press.
- Gazziniga, M. S., Ivry, R. B., & Mangun, G. R. (2009). *Cognitive neuroscience: The biology of the mind* (3rd ed.). New York: WW Norton & Company.
- Gazziniga, M. S., Ivry, R. B., & Mangun, G. R. (2014). *Cognitive neuroscience: The biology of the mind* (4th ed.). New York: WW Norton & Company.
- Gibson, W., Callery, P., Campbell, M., Hall, A., & Richards, D. The digital revolution in qualitative research: Working with digital audio data through Atlas.ti. *Sociological Research Online*, 10(11), 1-17.
- Gifford, W. A., Davies, B., Graham, I. D., Lefebvre, N., Tourangeau, A., & Woodend, K. (2008). A mixed method pilot study with a cluster of randomized control trial to evaluate the impact of a leadership intervention on guideline implementation in home care nursing. *Implementation Science*, 52(3), 1-10. doi:10.1186/1748-5908-3-51.

- Gill, M. (2014). The Possibilities of Phenomenology for Organisational Research. *Organisational Research Methods*, 17(2). pp. 118-137 <http://dx.doi.org/10.1177/1094428113518348>.
- Gilschist, J. N. D. (n.d.) Can you identify an innovative thinker? *Industry News. CAES-Career Advancement Employment Services*.
<https://www.bing.com/search?q=Gischrst+1.2C+J.N.d.+Can+you+identify+an+innovative+th>.
- Gilson, L. L., Lim, H. S., Litchfield, C., & Gilson, P. W. (2015). *Creativity in teams: A key building block for innovation and entrepreneurship* (pp. 177-204).
- Gioia, D. A., Corley, K. G., Hamilton, A. L. (2012). Seeking qualitative rigor in inductive research Notes on the Gioia Methodology. *Organizational Research Methods*, 16(1), 15-31. doi:10.1177/1094428112452151.
- Goffin, K., & Mitchell, R. (2014). *Innovation management: Strategy and implementation using the pentathlon framework* (p. 5). Hampshire, England: Palgrave Macmillan.
- Goleman, D. (2014). What makes a leader: Why emotional intelligence matters? *Harvard Business Review*, 82(1) 33-43.
- Goleman, D., Boyatzis, R., & McKee, A. (2013). Primal leadership: The hidden driver of great performance. Boston, Massachusetts: *Harvard Business Review Press*.
- Goulding, C. (2005). Grounded theory, ethnography and phenomenology. A compound analysis of three different strategies for marketing research. *European Journal of Marketing*, 39(314), 294-308. doi:10.1108/03090560510581782.
- Govindarajan, V., & Trimble, C. (2010). *The other side of innovation: Solving the execution challenge*. Boston, MA: Harvard Business Review Press.
- Greeff, M. (2011). Information collection: Interviewing. In A. S. De Vos, H. Strydom, C. B. Fouché & C. S. L. Delport (Eds.), *Research at grass roots* (pp. 341-375). Pretoria, South Africa: Van Schaik.
- Groenewald, T. (2004). A Phenomenological Research Design Illustrated. *International Journal of Qualitative Methods*, 3(1), 42-55.

- Grossman, S. (1997). Turning technical groups on high-performance teams. *Research Technology Management*, 40(2), 9-11.
- Guion, L. A., Diehl, D. C., & McDonald, D. (2011). Triangulation: Establishing the validity of qualitative studies. University of Florida: IFAS Extension, Online Document.
- Gumusluoglu, L., & Ilsev, A. (2007). Transformation leadership, creativity, and organizational innovation. *Journal of Business Research*, 62, 461-473. doi:10.1016/j.jbusres.2007.07.032.
- Hamel, G. (2012). *What matter now: How to win in a world of relentless change, ferocious competition, and unstoppable innovation?* San Francisco: Jossey-Bass.
- Harding, J. (2013). *Qualitative data analysis from start to finish*. Thousand Oaks, CA: Sage Publications.
- Harrell, M. C., & Bradley, M. A. (2009). Data collection methods: Semi-structured and focus groups. *National Defense Research Institute*, 1-12.
- Helford, C. E., & Martin, J. A. (2015). Dynamic managerial capabilities: A perspective on the relationship between managers. In C. E. Shalley, M. A. Hitt & J. Zou (Eds.), *The Oxford handbook of creativity, innovation, and entrepreneurship* (pp. 421-429). New York: Oxford University Press.
- Hill, L. A., Brandeau, G., Truelove, E., & Lineback, K. (2014). *Collective genius. The art and practice of leading innovation*. Boston, Massachusetts: Harvard Business Review Press.
- Hodgkinson, G. P., & Healey, M. P. (2014). Coming in from the cold: The psychological foundations of radical innovation revisited. *Industrial Marketing Management*, 43(8): 1306-1313. Nov. doi:10.1016/j.indmarman.2014.08.012.
- Holt, N., Bremmer, A., Sutherland, E., Vliek, M. L. W., Passer, M., & Smith, R. (2012). *Psychology: The science of mind and behavior*. New York: McGraw-Hill Higher Education.

- Holt, A. (2010). Using the telephone for narrative interviewing: A research note. *Qualitative Research*, 10(1), 113-121.
doi:1177/146879410934868.
- Hughes, M. J. D., Terrell, J. B. (2007). *The emotionally intelligent team. Understanding and developing the behaviors of success*. San Francisco: Jossey-Bass.
- Hughes, M. J. D., Thompson, H. L., & Terrell, J. B. (2014). *Team emotional and social intelligence survey. User's manual*. Golden, Co.: Collaborative Growth.
- Hülsheger, U. R., Anderson, N., & Salgado, J. F. (2009). Team-level predictors of innovation at work: A comprehensive meta-analysis spanning three decades of research. *Journal of Applied Psychology*, 94(5), 1128-1145.
doi:10.1002per.588.
- Hwang, S. (2008). Using quantitative data analysis software: A review of Atlas.ti. *Social Science Computer Review*, 26(4), 519-527.
doi:10.1177/0894439307312485.
- Ibarra, H., & Hansen, M. T. (2011). Are you a collaborative leader? *Harvard Business Review*, 89(7/8), 69-74.
- Im, S., Montoya, M. M., & Workman, J. P. (2013). Antecedents and consequences of creativity in product innovation teams. *Product Innovation Management*, 30(1), 170-185.
doi:10.1111/j.1540-5885.2012.00887.x.
- Isen, A. M., Daubman, K. A., Nowicki, G. P. (1987). Positive affect facilitates creative problem solving. *Journal of Personality and Social Psychology*, 52(6), 1122-1131.
- Ivankova, N.V., Creswell, J.W. & Stick, L. (2006). Using Mixed-Methods Sequential Design: From Theory to Practice. *Field Methods*, 18(1), 3-20.
doi:10.1177/1525822x05282260.
- Izard, C. E. (2007). Basic emotions, natural kinds, emotion schemes, and a new paradigm. *Association for Psychological Science*, 2(3), 260-280.

- Janig, W. (2003). The autonomic nervous system and its coordination by the brain. In R. J. Davidson, K. R. Scherer, & H. H. Goldsmith (Eds.), *Handbook of affective sciences* (pp. 135-611). New York: Oxford University Press.
- Janssen, O. (2005). The joint impact of perceived influence and supervisor supportiveness on employee innovative behavior. *Journal of Occupational and Organizational Psychology*, 78, 573-579.
- Janssen, O. (2000). Job demands, perceptions of effort-reward fairness and innovative work behavior. *Journal of Occupational and Organizational Psychology*, 73, 287-302. doi:10.1348/096317900167038.
- Jick, T. D. (1979). Mixing qualitative and quantitative methods: Triangulation in action. *Administrative Science Quarterly*, 24(4), 602-611.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.
- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Towards a definition of mixed methods research. *Journal of Mixed Methods Research*, 1(1), 112-133. doi:10.1177/1558689806298224.
- Jones, T. (2002). *Innovating at the edge. How organisations evolve and embed innovation capability*. London: Routledge.
- Jordan, P. J., & Troth, A. C. (2004). Managing emotions during team problem solving: Emotional intelligence and conflict resolution. *Human Performance*, 17(2), 195-218.
- Judge, T.A., Bono, J. E., Ilies, R., & Gehardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87(4), 765-780.
- Junghofer, M., Peyk, P., Flaisch, T., & Schupp, H. T. (2006). Neuroimaging methods in affective neuroscience: Selected methodological issues. *Progress in Brain Research*, 150, 123-143. doi:10.1016/s0079-6123(06)56007-8.
- JvR Psychometrics. (u.d). *MHS Training developed by Multi-Health Systems Inc. EG-I^{2.00}*. Johannesburg, South Africa.

- Kampenes, V. B., Dybå, T., Hannay, J. E., & Sjøberg, D. I. K. (2007). A systematic review of effect size in software engineering experiments. *Information and Software Technology Journal*, 1-14.
- Katzenback, J. R., & Smith, D. K. (1993). *The wisdom of teams. Creating the high-performance organization*. Boston, Massachusetts: Harvard Business Press.
- Katzenback, J. R., & Smith, D. K. (1993). The discipline of teams. *Harvard Business Review*.
- Kaufmann, G. (2015). The mood and creativity puzzle. In C. E. Shalley, M. A. Hitt & J. Zhou (Eds.), *The Oxford handbook of creativity, innovation, and entrepreneurship* (pp. 141-158). New York: Oxford University Press.
- Kayney, L. (2009). *Inside Steve's brain* (Expanded Ed.). London: Atlantic Books.
- Kelly, T., & Littman, J. (2004). *The art of innovation. Lessons in creativity from IDEO, America's leading design firm*. London: Profile Books.
- Kelly, T., & Littman, J. (2006). *The ten faces of innovation: IDEO's strategies for beating the devil's advocate & driving creativity throughout your organization*. London: Profile Books.
- King, M. G. (2001). Emotions in the workplace: Biological correlates. In R. L. Payne & C. L. Cooper (Eds.), *Emotions at work: Theory, research and applications for management* (pp. 85-106). England: John Wiley & Sons.
- Kitzinger, J. (1995). Introducing focus groups. *BMJ*, 311, 299-302.
- Koonin, M. (2014). Validity and reliability. In F. Du Plooy-Cilliers, C. Davis & R. M. Bezuidenhout (Eds.), *Research matters*, (pp. 252-260). Cape Town, South Africa: Juta & Company Ltd.
- LaFasto, F., & Larson, C. (2001). *When teams work best. 6000 team members and leaders tell what it takes to succeed*. California: Sage Publications.

- Leather, D. (2013). *The customer-centric blueprint. Building and leading the 21st century organization* (1sted.). Johannesburg, South Africa: REAP Publishing.
- LeDoux, J. (2012). Rethinking the emotional brain. *Neuron*, 73, 653-676. doi:10.1016/j.neuron.2012.02.004.
- Leedy, P. D., & Ormrod, J. E. (2014). *Practical research planning and design* (10th ed.). Essex, London: Pearson.
- Lehmann-Willembrock, N., Chiu, M. M., Lei, Z., & Kauffeld, S. (2013). The upward spirals in team processes: Examining dynamic positivity in problem solving teams. *ESMT Working Paper. European School of Management and Technology*, 4, 1-46.
- Lerner, J. (2012). *The architecture of innovation. The economics of creative organisations*. Oxford: Oxford University Press.
- Lerner, J. S., & Keltner, D. (2000). Beyond valence: Towards a model of emotion-specific influences on judgment and choice. *Cognition and Emotion*, 14(4), 473-493.
- Lewins, A., & Silver, C. (2009). Choosing a CAQDAS package. *CAQDAS QUIC – Qualitative Innovations in CAQDAS* (6th ed.), 1-7.
- Louw, M. (2014). Ethics in research. In F. Du Plooy-Cilliers, C. Davis & R. M. Bezuidenhout (Eds.), *Research matters* (pp. 262-320). Cape Town, South Africa: Juta & Company.
- Martins, E. C., & Terblanche, F. (2003). Building organizational culture that stimulates creativity and innovation. *European Journal of Innovation Management*, 6(1), 64-74. doi:10.1108/14601060310456337.
- Masters, B. (2015, November 6). The revolution beyond bitcoin. *The Economist*. Retrieved from <http://www.theworldin.com/article/10635/revolution-beyond-bitcoin>.
- Maudsley, G. (2011). Mixing it but not mixed up: Mixed methods research in medical education (a critical narrative review). *Medical Teacher*, 33, 92-104. doi:10.3109/0142159X2011.542523.

- Mayer, J. D., Salovey, P., & Carus, D. R. (2004). Emotional Intelligence: Theory, findings, and implications. *Psychology Inquiry*, 15(3), 197-215.
- Mayle, D. (2012). *Managing innovation and change*. (3rd ed.). London: SAGE.
- Mays, N., & Pope, C. (2000). Qualitative research in health care. Assessing quality in qualitative research. *BMJ*, 320, 50-52.
- McLafferty, I. (2004). Focus group interviews as a data collection strategy. Methodological issues in nursing research. *Journal of Advanced Nursing*, 48(2), 187-194.
- McLellan, E., MacQueen, K. M., & Neidig, J. L. (2003). Beyond the qualitative interview: Data preparation and transcription. *Field methods*, 15(1), 63-84. doi:10.1177/152522X02239573.
- McGrath, R. G. (2013). *The end of competitive advantage. How to keep your strategy moving as fast as your business*. Boston, Massachusetts: Harvard Business Review Press.
- Mesquita, B. (2003). Emotions do dynamic cultural phenomena. In R. J. Davidson, K. R. Scherer & H. H. Goldsmith (Eds.), *Handbook of affective sciences* (pp. 871-896). New York: Oxford University Press.
- Metz, M. (2012, November/December). Half full or half empty. *Braintainment*, 62-65.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Los Angeles, CA: Sage Publications.
- Miller, P., & Wedell-Wedellsborg, T. (2013). *Innovation business as usual: How to help your people bring great ideas to life*. Boston, MA: Harvard Business Review Press.
- Moekenmeyer, G., Hoegl, M., Weiss, M. (2012). Innovator resilience potential: A process perspective of individual resilience as influenced by innovation project termination. *Human Relations*, 65(5), 627-655. doi:10.1177/0018726711431350.

- Mohanty, A., & Gottfried, J. A. (2013). Examining emotion and perception and elicitation via olfaction. In J. Armony & P. Vuilleumier (Eds.), *The Cambridge handbook of human affective neuroscience* (pp. 241-259). New York: Cambridge University Press.
- Morgan, D. L. (1997). Focus groups as qualitative research. Planning and research design for focus groups. *SAGE Research Methods*, 32-46. doi:4135/9781412984287.
- Morgan, D. L. (2007). Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research*, 1(1), 48-76. doi:10.1177/2345678906292462.
- Morse, J.M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International Journal of Qualitative Methods*, 1(2), 13-22.
- Nenty, H. J. (2009). Writing a quantitative research thesis. *International Journal of Educational Science*, 1(1), 19-32.
- Novick, G. (2008). Is there a bias against telephone interviews in qualitative research? *Resident Nursing Health*, 31(4), 391-398. doi:10.1002/nur.20259.
- Oldman, G. R., & Cummings, A. (1996). Employee creativity: Personal and contextual factors at work. *Academy of Management Journal*, 39(3), 607-634.
- Ong, A. D., Bergeman, C. S., Bisconti, T. L., & Wallace, K. A. (2006). Psychological resilience, positive emotions, and successful adaptation to stress in later life. *Journal of Personality and Social Psychology*, 91(4), 730-749. doi:10.1037/0022-3514.91.4.730.
- Onwuegbuzie, A. J., Dickinson, W. B., Leech, N. L., & Zoran, A. G. (2009). A qualitative framework for collecting and analyzing data in focus group research. *International Journal of Qualitative Methods*, 8(3), 1-17.
- Onwuegbuzie, A. J., & Leech, N. L. (2004). Enhancing the interpretation of

significant findings: The role of mixed methods research. *The Qualitative Report*, 9(4), 770-792.

Onwuegbuzie, A. J., & Leech, N. L. (2005). On becoming a pragmatic researcher: The importance of combining quantitative and qualitative research methodologies. *Int. J. Social Research Methodology*, 8(5), 375-387. doi: 10.1080/13645570500402447.

Östland, U., Kidd, L., Wengström, Y., & Rowa-Dewar, N. (2011). Combining qualitative and quantitative research within mixed method research designs: A methodological review. *International Journal of Nursing Studies*, 48, 369-383.

Owens, D. A. (2012). *Creative people must be stopped: Six ways we kill innovation (without even trying)*. San Francisco: Jossey-Bass.

Panksepp, J. (1998). *Affective neuroscience: The foundations of human and animal emotions*. New York: Oxford University Press.

Panksepp, J. (2003). At the interface of the affective, behavioral, and cognitive neurosciences: Deciding the emotional feeling of the brain. *Brain and Cognition*, 52, 4-14. doi:10.1016/50278-226(03)00003-4.

Panksepp, J. (2004). Affective consciousness: Core emotional feelings in animals and humans. *Consciousness and Cognition*, 1-51. doi:10.1016/j.concog.2004.10.004.

Panksepp, J. (2010). Affective neuroscience of the emotional BrainMind: Evolutionary perspectives and implications for understanding depression. *Dialogues in Clinical Neuroscience*, 12(4), 533-545.

Parker, G. M. (2008). *Team players and teamwork: New strategies for developing successful collaboration* (pp. 6-7). San Francisco: John Wiley & Sons.

Parmar, R., Mackenzie, I., Cohn, D., & Gann, D. (2014). The new patterns of innovation. *Harvard Business Review*, 86-95.

Pascoe, G. (2014). Sampling. In F. du Plooy-Cilliers, C. Davis & R-M. Bezuidenhout (Eds.), *Research matters* (pp. 131-146). Cape Town, South Africa: Juta & Company Ltd

- Payne, R. L., & Cooper, C. L. (2001). *Emotions at work: Theory, research and applications for management*. West Sussex, England: John Wiley & Sons.
- Peeters, M. A. G., Van Tuijl, H. F. M., Rutte, C. G., & Reymen, I. M. M.J. (2006). Personality and team performance: A meta-analysis. *European Journal of Personality*, 20, 377-396. doi:10.1002/per.588
- Pessoa, L. (2013). *The cognitive-emotional brain: From interaction to integration*. Cambridge: The MIT Press.
- Perretti, F., & Negro, G. (2007). Mixing genres and matching people: Study in innovation and team composition in Hollywood. *Journal of Organizational Behavior*, 28, 563-586. doi:10.1002/job.464
- Phan, K. L., & Sripada, C. S. (2013). Emotion regulation. In J. Armony & P. Vuilleumier (Eds.), *The Cambridge handbook of human affective neuroscience* (pp. 375-400). New York: Cambridge University Press.
- Pierce, J. L., & Delbecq, A. L. (1977). Organization structure, individual attitudes and innovation. *The Academy Of Management Review*, 27-37. doi:2307/257602
- Posner, J., Russel, J. A., & Peterson, B. S. (2005). The circumflex model of affect: An integrative approach to affective neuroscience, cognitive development, and psychopathology. *Development and Psychopathology*, 17(3), 715-734. Summer.
- Poulton, B. C., & West, M. A. (1999). The determinants of effectiveness in primary health care teams. *Journal of Interprofessional Care*, 13(1), 7-18.
- Prins, A., van Niekerk, E., & Weyers, A. (2011). *Emotional intelligence. Tipping point in workplace excellence*. Randburg: Knowres Publishing (Pty) Ltd.
- Rabiee, F. (2004). Focus-group interview and data analysis. *Proceedings of the nutrition society*, 63, 655-660. doi:10.1079/PNS2004399
- Rabionet, S. E. (2011). How I learned to design and conduct semi-structured

interviews: An ongoing and continuous journey. *The Qualitative Report*, 16(2), 563-566.

Radjou, N., Prabhu, J., & Ahuja, S. (2012). *Jugaad innovation: Think frugal, be flexible, generate breakthrough growth*. San Francisco: Jossey-Bass.

Randel, A. R., Jaussi, K. S. (2003). Functional background identity, diversity, and individual performance in cross-functional teams. *Academy of Management*, 46(6), 763-774.

Reivich, K., & Shatte, A. (2002). *The resilience factor: 7 Keys to finding your inner strength and overcoming life's hurdles*. New York: Broadway Books.

Robbins, S. P., & Judge, T. A. (2015). *Organisational Behaviour*. (16th ed.). New York: Pearson.

Rock, D. (2009). *Your brain at work: Strategies for overcoming distraction, regaining focus, and working smarter all day long* (p. 106). New York: HarperCollins.

Rotter, J. B. (1966). Generalized expectancy for internal versus external control of reinforcement. *Psychological Monographs: General and Applied*, 80(1), 1-28.

Rozin, P. (2003). Introduction: evolutionary and cultural perspectives on affect. In R. J. Davidson, K. R. Scherer & H. H. Goldsmith (Eds.), *Handbook of affective sciences* (p. 845). New York: Oxford University Press.

Rosen, N. 2014. *Teamwork and the bottom line: groups make a difference*. New York: Psychology Press.

Ruef, M. (2002). Strong ties, weak ties and islands: Structural and cultural predictors of organizational innovation. *Industrial and Corporate Change*, 11(3), 427-449.

Saldaña, J. (2014). *The coding manual for qualitative researchers*. London: Sage Publications.

Sandberg, B., Hurmerinta, L., & Zetting, P. (2013). Highly innovative and extremely entrepreneurial individuals: What are these rare birds made of?

European Journal of Innovation Management, 16(2), 227-242.
doi:10.1108/14601061311324557

- Sander, D. (2013). The affective neuroscience approach. In J. Armony & P. Vuilleumier (Eds.). *The handbook of human affective neuroscience* (pp. 5-53). New York: Cambridge University Press.
- Satel, S., & Lilienfeld, S. O. (2013). *Brainwashed: The seductive appeal of mindless neuroscience*. New York: Basic Books.
- Saunders, M., Lewis, P., & Thornhill, A. (2012). *Research methods for business students* (6th ed.). London, United Kingdom: Pearson Education Limited.
- Schein, E.H. (1999). *The corporate survival guide: Sense and Nonsense about culture change*. San Francisco: Jossey-Bass.
- Schilling, M. A. (2013). *Strategic management of technological innovation* (4th ed.). New York: McGraw-Hill Irwin.
- Scott, S. G., & Bruce, R. A. (1994). Determinants of innovative behavior: A path model of individual innovation in the workplace. *The Academy of Management Journal*, 37(3), 580-607.
- Sekaran, U., & Bougie, R. (2013). *Research Methods for business: A skill building approach*. New York: John Wiley & Sons.
- Sekerka, L. E., & Fredrickson, B. L. (2008). *Establishing positive emotional climates to advance organizational transformation*. In N. M. Ashkanasy & C. L. Cooper (Eds.). *Research companion to emotion in organisations* (pp 531-545). Cheltenham, UK: Edward Elgar Publications.
- Shalley, C. E., Hitt, M. A., & Zhou, J. (2015). *The Oxford handbook of creativity, innovation, and entrepreneurship*. New York: Oxford University Press.
- Shin, S. J. (2015). Leadership and creativity: The mechanism perspective. In C. E. Shalley, M. A. Hitt & J. Zhou (Eds.), *The Oxford handbook of creativity, innovation, and entrepreneurship* (pp. 17-30). New York: Oxford University Press.

- Simonton, D. K. (2014). The science of genius. *Scientific American Mind*, 23(1), 21-27.
- Skarzynski, P., & Gibson, R. (2008). *Innovation to the core: A blueprint for transforming the way your company innovates*. Boston, Massachusetts: Harvard Business Press.
- Small, M. L. (2011). How to conduct a mixed methods study: Recent trends in a rapidly growing literature. *Annual Review of Sociology*, 37, 57-86. doi:10.1146/annurev.soc.012809.102657
- Smit. (2002). Atlas.ti for qualitative data analysis. *Perspectives in Education*, 20(3), 65-75.
- Snyder, A. W., Ellwood, S., & Chi, R. P. (2012) November - December. Switching on creativity. *Scientific American Mind, Special Issue: Genius* 58-62.
- Snyder, N. T., & Duarte, D. L. (2003). *Strategic innovation: Embedding innovation as a core competency in your organization*. San Francisco: Jossey-Bass, A Wiley Imprint.
- Soomar, Z. (2012). *Female breadwinners: Resultant guilt and shame*. (Research report in partial fulfilment for a Masters of Business Administrative degree. The Graduate School of Business, University of Cape Town.
- Spencer, R. W. (2013), January - February. Your teams aren't good enough. *Research-Technology Management*, 56(1): 60-61. doi:10.5437/08956308x5601007
- Stanley, R. O., & Burrows, G. D. (2001). Varieties and functions of human emotions. In R. L. Payne & C. L. Cooper (Eds.), *Emotions at work: Theory, research and applications for management* (pp. 3-19). England: John Wiley & Sons, Ltd.
- Starks, H., & Trinidad, S. B. (2009). Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory. *Qualitative Health Research*, 17(10), 1372-1380. doi:10.1177/1049732307307031

- Stein, S. J., & Book, H. E. (2011). *The EQ Edge. Emotional intelligence and your success* (3rd ed.). Canada: John Wiley & Sons.
- Steinford, E. S., & Belfort, T. (2014). Innovation lessons from China. *MIT Sloan Management Review*, 55(4), 49-55.
- Stewart, D. W., Shamdasani, P. N., Rook, D. W. (2013). Focus groups: Conducting the focus group. *Sage Research Methods*, 89-109. doi:10.4135/9781412991841
- Stoker, J. J., Looise, J. C., Fischer, O. A. M., & De Jong, R. D. (2001). Leadership and innovation: Relations between leadership, individual characteristics and the functioning of R&D teams. *International Journal of Human Resource Management*, 2(7), 1141-1151.
- Strydom, H., & Delpont, C. S. L. (2011). Sampling and pilot study in qualitative research. In De Vos, A. S., Strydom, H., Fouche, C. B., & Delpont, C. S. L. (Eds.), *Research at grass roots for the social sciences and human service profession* (4th ed.) (pp. 390-396). Pretoria, South Africa: Van Schaik.
- Strengthscope. (2011). *Technical and user manual. Strengths partnership*. West Essex: Strengths Partnership.
- Subramanian, I.D. (2012). Determinant of Innovative Behavior in the Workplace: A Case Study of a Malaysian Public Sector Organisation. *American Journal of Social Issues and Humanities*, 2(6), 384-397.
- Swart-Opperman, C., & April, K. (2015). Individual emotive outlook profiles. Successful and unsuccessful innovative Namibian teams. *Effective Executive*, 18(3), 31-61.
- Taggar, S. (2002). Individual creativity and group ability to utilize individual creative resources: A multilevel model. *Academy of Management Journal*, 45(2), 315-330.
- Thabane, L., Ma, J., Chu, J., Cheng, J., Ismaila A., Rios, L. P., Robson, R., Thabane, M., Giangregoria, L., & Goldsmith, C. H. (2010). A tutorial on pilot studies: The what, why and how. *BMC Medical Research Methodology*, 10(1), 1-7. doi:10.1186/1471-228-10-1
- Tidd, J., & Bessant, J. (2013) *Managing Innovation: Integrating Technology*,

Market and Organisational Change. (5th ed.) New York: John Wiley & Sons.

- Tong, A., Sainsbury, P., & Craig, J. (2007). Consolidate criteria for reporting qualitative research (COREQ): A 32 item checklist for interviews and focus groups. *International Journal for Quality in Health Care*, 19(4): 349-357. doi:10/1093/intqhc/mzmo42
- Torraco, R. J. (2005). Theory development research methods. In R. A. Swanson & E. P. Holdon III (Eds.), *Research in organisations. Foundations and methods of inquiry* (pp. 351-374). San Francisco: Berrett-Koehler Publishers, Inc.
- Tugade, M. M., & Fredrickson, B. L. (2004). Resilient individuals use positive emotions to bounce back from negative emotional experiences. *Journal of Personality and Social Psychology*, 86,320-333. doi:10.1037/0022-3514.86.2.320
- Tuomi, I. (2002). *Networks of innovation: Change and meaning in the age of the internet*. Oxford: Oxford University Press.
- Twiss, B. C. (1992). *Managing technological innovation* (4th ed.). London: Financial Times Pitman Publishing.
- Van Teijlingen, E. R., & Hundley, V. (2001). The importance of pilot studies. *Social Research Update*, 35, 1-4.
- Venkatesh, V., Brown, S. A., & Bala, H. (2013). Bridging the qualitative-quantitative divide: Guidelines for conducting mixed methods research in information systems. *MJS Quarterly*, 37(1), 21-54.
- Viding, E., Sebastian, C. L., & McCrory, E. J. (2013). Development of affective circuitry. In J. Armony & P. Vuilleumier (Eds.), *The Cambridge handbook of human affective neuroscience* (pp. 611-634). New York: Cambridge University Press.
- Vogt, W. P., Vogt, E. R., Gardner, D. C., & Haeffele, L. M. (2014). *Selecting the Right Analyses for Your Data. Quantitative, Qualitative and Mixed Methods*. New York: The Guilford Press.
- Von Krogh, G., Ichijo, K., & Nonaka, I. (2000). *Enabling knowledge creation. How to unlock the mystery of tacit knowledge and release the power of*

innovation. New York: Oxford University Press.

- Walter, A., Parbo-Teeah, K. P., Riesenhuber, F., & Hoegl, M. (2011). Championship behaviors and innovations success: An empirical investigation of university spin-offs. *Journal of Product Innovation Management*, 28, 586-598. doi:1111/j.1540-5885
- Wang, C. L., & Ahmed, P. K. (2004). The development and validation of the organizational innovativeness construct using confirmatory factor analysis. *European Journal of Innovation Management*, 7(4), 303-313.
- Ward, J. (2010). *The Student's Guide to Cognitive Neuroscience* (2nd ed). New York: Psychology Press.
- Warner, R. (2012). *The building resilience handbook*. South Africa: Rod Warner Associates.
- Waugh, C. E., Wager, T. D., Fredrickson, B. L., Noll, D. C., & Taylor, S. F. (2008). The neural correlates of trait resilience when anticipating and recovering from threat. *Social Cognitive and Affective Neuroscience*, 3,322-332. doi:10.1093/scan/nsn024
- Waytz, A., & Mason, M. (2013). Your brain at work. *Harvard Business Review*, 91 (7/8), 102-111.
- Wegge, J. U., van Dick, R., Fisher, G. K., West, M. A., & Dawson, J. F. (2006). A test basic assumptions of affective events theory (AET) in call center work. *British Journal of Management*, 17, 1-18. doi:1.11/j.1467-8551.2006.00489.x
- Weiss, R. S. (1994). *Learning from strangers. The art and method of qualitative interview studies*. New York: The Free Press.
- Wellington, P. (2012). *Managing successful teams. (Vol. 45)*. London: Kogan Page.
- Welsh, E. (2002). Dealing with data: Using NVivo in the qualitative data analysis process. *Forum: Qualitative Social Research*, 3(2), 1-6.
- West, M. A. (2002). Sparkling fountains or stagnant ponds: An integrative model of creativity and innovation implementation in work groups.

Applied Psychology: An International Review, 51(3), 355-424.

Whetten, D.A., & Cameron, K.S. (2016). *Developing management skills*. (9th ed.). New York: Pearson Education Limited.

Wilkinson, M. (2005). Undoing dissociation. Affective neuroscience: A contemporary Jungian critical perspective. *Journal of Analytical Psychology*, 50, 483-501. doi:0021-8774/2005/5004/483

Williamson, P. J., & Yin, E. (2014). Accelerated innovation: The new challenge from China. *MIT Sloan Management Review*, 55(4), 27-34.

Windle, G. (2011). What is resilience? A review and concept analysis. *Reviews in Clinical Gerontology*, 21(2), 1-18. doi:10.1017/S0959259810000420

Windle, G., Bennett, K. M., & Noyes, J. (2011). A methodological review of resilience measurement scales. *Health and quality of outcome*, 9(8), 1-18. doi:10.1186/1477-7525-9-8

Winn, B. (2014). Leadership and neuroscience: Managing the brain and human behavior. *People and Strategy*, 37(2), 14.

Wood, M. S., Williams, D. W., & Grégoire. 2012. The road to riches? A model of the cognitive processes and inflection points underpinning entrepreneurial action. *Firm Emerge and Growth*, 14, 207-252. doi:10.1108/SIO74-7540(2012)0000014010

Zillmer, E. A., Spiers, M. W., & Culbertson, W. C. (2008). *Principles of neuropsychology* (2nd ed.). Belmont: Wadsworth Cengage Learning.

Zott, C., & Amit, R. (2015). Business model innovation: Toward a process perception. In C. E. Shalley, M. A. Hitt & J. Zou (Eds.), *The Oxford handbook of creativity, innovation, and entrepreneurship* (pp. 395-406). New York: Oxford University Press.

Annexure A: Signed Ethical Clearance

FULL COLOUR THINKING



Dr Stephanie Giamporcaro
GSB Research Division
T: +27 (0)21 405 4440
E: sg@gsb.uct.ac.za

GSB/COM/004

Cape Town, 08 May 2015

Christina Swart-Opperman
University of Cape Town, Graduate School of Business
csa@mweb.com.na

Dear Christina

Re: Ethics Approval

Thank you for submitting your ethical clearance application for your research on "Innovation Team Members: Affective Neuroscience – Emotive Outlook and Profiles Comparisons".

This is to confirm that your application has been assessed by the GSB's Ethics in Research Committee according to the rules and norms of the University and Commerce Faculty, and that it has been approved.

Please note that if you make any substantial change in your research procedure that could affect the experiences of the participants, you must submit a revised protocol to the Committee for approval.

We wish you all the best for your research.

Kind Regards

Dr Stephanie Giamporcaro
Research Director

FULL COLOUR THINKING



Annexure B: Consent Form: Participants: Semi-Structured Interviews/Focus Group Discussions/Assessments

Study: PhD Research:
 “Innovation Team Members: Affective Neuroscience – Emotive Outlook and Profiles Comparisons.”

Date: 2015

Researcher: Dr. C Swart-Opperman

Institution: Graduate School of Business: University of Cape Town

Interview/Focus Group/Psychometric Assessment Consent Form

- I, the undersigned, have read and understood the Study Information Sheet provided.
- I have been given the opportunity to ask questions about the Study.
- I understand that taking part in the Study will include being interviewed and audio recorded or completing psychometric assessments.
- I have been given adequate time to consider my decision and I agree to take part in the Study.
- I understand that my personal details such as name and employer address will not be revealed to people outside the project.
- I understand that my words may be quoted in publications, reports, web pages and other research outputs, but my name will not be used.

Name of Participant _____ Date _____

Researcher Signature _____ Date _____

Annexure C: Study Information Sheet

Title: “Innovation Team Members: Affective Neuroscience – Emotive Outlook and Profiles Comparisons”

Innovation is a “business imperative” (Crainer & Dearlove, 2014:1) to ensure continuing success and, ultimately, business survival (Dawar, 2013; Goffin & Mitchell, 2014; Fisk, 2008; Snyder & Duarte, 2003; Walter, Parbo-Teeah & Riesenhuber, 2011; Gumusluoglu & Ilsev, 2007; McGrath, 2013). Although innovation is considered as one of the pressures on organizations today (Leather, 2013), it is mentioned in the literature reviewed that organizations have a poor track record in innovation. Scholars such as Addison (2005), Dodgson, Gann and Salter (2008), Radjou, Prabhu and Abuja (2012), Govindarajan and Trimble (2010), Owens (2012), Schillings (2013), Dawar (2013), Leather (2013), as well as Crainer and Dearlove (2013) attribute this poor track record to factors such as insufficient strategic provision, exponential growth in digitization and technology, competition and globalization underscored by continuous, exponential change. Crainer and Dearlove (2014) propose that a solution to innovation challenges do not necessarily imply an increase or strengthening of R&D Departments. Adair (2009), Parker (2008), as well as Den Hartog (2009) suggest a focus on the individual, the team and the organization as a holistic whole, with specific emphasis on the team (Kelly & Littman, 2004; Perretti & Negro 2007; Govindarajan & Trimble, 2010).

It is evident from research conducted that, because of the emphasis on teams, generally more attention should be paid to the individual (Walter, Parbo-Teeah & Riesenhuber, 2011) and more specifically “... understanding of the forces that act upon the individuals involved in building business[es]” (Christensen & Raynor, 2003: 8). The basis of these forces could therefore be individuals’ emotional lives impacting all of their interactions (Gazziniga, Ivry & Mangun, 2009; Davidson & Begley, 2012). People’s emotional/emotive outlook (Davidson & Begley, 2012) has been linked in the literature to innovative behaviour (Phan & Sripada, 2013), and specifically responses to perceived opportunities and idea generation (Wood et al., 2012; Davidson & Begley, 2013; Waytz & Mason, 2013; Rozin, 2003).

This study therefore investigates the profiles of individual team members from an affective neuro-scientific point of view, specifically emotive outlook patterns in, and of, teams. Certain assumptions guide this study. Firstly, innovation project teams are being put together haphazardly (LaFasta & Larson, 2000) compromising composition (Snyder & Duarte, 2003; Barth, 2004; Perretti & Negro, 2007), falling back on familiar variables such as specialised knowledge (Kelly & Littman, 2004; Govindarajan & Trimble, 2010) or experience (Barth, 2004; Parker, 2008; Adair, 2009) or availability at the time (Goffin & Mitchell, 2014). Secondly, ‘team composition’ is often based on traditional trait approaches (Kelly & Littman, 2004; Belbin, 2013; Goffin & Mitchell, 2014), not necessarily taking cognisance of the multicultural nature of teams (Brett et al., 2013). Thirdly, variables impacting innovation are multi-dimensional (examples of such variables are provided by Schein, 1999; Martins & Terblanche, 2003; Goffin & Mitchell, 2014; Mayle, 2012; Goleman, 2014; Goleman et al., 2014; Leather, 2013; Schilling, 2013; Hill et al., 2014; De Jong & Hartog, 2007; Chen et al. 2013), whilst the most important impact on innovation teams remain the composition of the team (Adair, 2009; Im et al. 2013).

This research study is based on the mixed methods approach as the combination of both qualitative and quantitative methods could enhance the quality of the research (Creswell & Clark, 2011; De Vos et al, 2011; Adams et al., 2014; Leedy & Ormrod, 2014). This approach had the potential to increase the confidence of the research study's conclusions as the "... use of a single method will make it impossible to ascertain the nature of that effect" (Saunders et al., 2012, p. 169). Ivankova et al. (2006) also support the fact that a single method often cannot explain a phenomena sufficiently.

This study therefore attaches an equal value to the quantitative and qualitative portions, hence the convergent parallel design (Creswell & Clark, 2011; Leedy & Ormrod, 2014). This design is described by Leedy and Ormrod (2014: 270) when "... a researcher collects both qualitative and quantitative data in parallel, usually at the same time and with respect to the same research question(s)." The "... strive for triangulation" should support "... similar conclusions about the phenomenon under investigation" (Leedy & Ormrod, 2014: 270). This is also supported by Bloomberg and Volpe (2008: 15) who indicate that "... statistical as well as textual analysis of the information, and the reflections as both when results are presented."

For this study the quantitative portion is based on psychometric instruments, as these "... are powerful for providing evidence of associations (Moflitt, 2000 cited in Axinn & Pearce, 2006: 18). A similar goal for the use of instruments for the quantitative portion of research to collect data is provided by Ivankova et al. (2006). The qualitative portion of this study utilized semi-structured interviews and focus group discussions "... for discovering the mechanisms responsible for these associations" (Moflitt, 2000 cited in Axim & Pearce, 2006: 18).

The pragmatist worldview forms the basis for this mixed method research study (Creswell & Clark, 2011; De Vos et al, 2011; Bloomberg & Volpe, 2008; Bezuidenhout, 2014; Denscombe, 2008; Feilzer, 2009; Johnson & Onwuegbuzie, 2009), which could be considered as contributory to finding appropriate solutions, but also stimulate additional research (Davis, 2014).

Annexure D: Categorisation of Emotions

	Category of Emotions	Examples of Emotions	Description of Focus
1	Valence-based	Positive, negative or mixed	Appraisal of event and the experience of a feeling
2	Approach-related and avoidance-related	Fear, disgust	Emotions that enhance behaviour towards goal achievement or negative emotions
3	Self-reflexive or self-conscious	Shame, guilt, embarrassment, pride, humiliation, gratitude, envy, jealousy	Self-preservation and (not basic emotions which focused on survival)
4	Aesthetic	-	The aesthetic appeal could be found in nature
5	Make-believe	-	Imaginary events which could cause the emotion
6	Counter factual	Regret, envy, disappointment	The real experience was not the focus point, but the possible alternatives (imaginary) to the real event
7	Social	Shame, jealousy, guilt, thankfulness, embarrassment	Achievement of a social goal in a social environment
8	Moral	-	These emotions came from moral evaluations of situations
9	Epistemic	Interest, confusion, surprise, admiration	These emotions developed through knowledge and learning
Source: Sander (2013)			

Annexure E: The Brain/Neural Basis of Emotions: Research Conducted

Emotions have often been linked to the limbic system, interacting with the cortex that “allows emotions to be consciously felt and conscious thoughts to affect emotions” (Carter et al. 2014, p. 124). An individual’s emotional experiences influence different aspects (often unconsciously) of that person’s behavioural repertoire as well as cognitions, physical and mental health aspects (Viding, Sebastian & McGrory, 2013; Holt et al. 2012; Davidson, 2003).

Research on the brain basis of emotions refers to certain landmark studies must firstly be considered in such discussions. The James-Lange theory of emotions (which seems to be applicable mainly to basic emotions) equated emotions to the physiological reaction and subsequent changes in the body. The trigger for such changes could be at a conscious and subconscious level (Bear et al, 2007; Sander, 2013; Zillmer et al., 2008; Holt et al. 2012; Davidson et al., 2000). The major weakness of the James-Lange theory was stated by Davidson et al. (2000, p. 891): “...the failure to provide an account of why certain events trigger emotion–relevant peripheral changes whereas other events do not.”

Secondly, the Cannon-Bard theory provided a different interpretation, in that the emotions an individual becomes aware of in experiencing such emotions (the feeling) could be separated from the actual physical experience or reaction by the individual (Zillmer et al., 2008). Holt, Bremner, Sutherland, Vliek, Passer and Smith (2012) as well as Bear et al. (2007) provided similar explanations. The most important contribution of this theory, was that “specific neural circuits (are) involved in the expression (and presumably, the experience of emotion; diencephalon structures in emotion expression and of cortical structures in emotion experience” (Davidson, Jackson & Kalin, 2000, p. 891).

During the 1930’s, James Papez located emotional functions in a circuit of the hypothalamus, anterior thalamic nucleus, hippocampus, and cingulate cortex (Papez, 1937 as cited in Davidson et al., 2000; Bear et al., 2007). The roles of both the hypothalamus and cingulate cortex were related to emotional significance and experience respectively (Davidson et al., 2000).

A view of the limbic system as the enabler of emotional behaviours was supported by Paul MacLean (1952, as cited in Bear et al., 2007). The limbic system refers to as being inclusive of several brain structures such as “the septum, amygdala, hypothalamus, anterior thalamic nucleus, tegmentum, hippocampus, and insular cortex” (MacLean, 1952, 1993 as cited in Davidson et al., 2000, p. 891; Carter et al. 2014).

Davidson et al. (2000, p. 891) mentioned that all of the above theories have since been contested. Their contribution was to encourage “...the search for the specific and complex neural circuitry involved in emotion.”

More recently, the Schacter and Singer study (1962 as cited in Davidson et al., 2003) contributed the confirmation that the automatic activity during the experience of an emotion could not be located. The specific emotion was derived simultaneously from the arousal and the cognitive aspect thereof.

For the purposes of this study the following brain structures have been discussed as it relates to emotions and emotional outlook: amygdala; prefrontal cortex (PFC); hypothalamus; hippocampus; thalamus; olfactory complex; insula and corpus callosum (Davidson, 2004). Left and right brain activities (Davidson, 2001) and culture (Mesquite, 2003) were referred to as important.

The Amygdala

The amygdala can be anatomically located in the emotional brain as follows:



Amygdala

The Emotional Brain: Amygdala (adjusted from Carter et al., 2009, p. 124)

The amygdala seems to play a key role in any reference to the brain basis of emotion as well as in emotional learning (Davidson, Jackson & Kalin, 2000; Carter et al. 2014; Sander & Scherer, 2009). The functions of the amygdala, as it relates to emotions, are discussed based on the work of several scholars.

Anatomically, the amygdala is described as a complex structure, “containing more than a dozen richly interconnected nuclei” (Pessoa: 2013, p. 8). These nuclei (which could be different for the sexes as hormones play an important role) are responsible for the “generation of differentiated fear responses” which could imply a role of the amygdala in an individual’s adaptive responses (Carter et al. 2014). Davidson (2004) refers to studies indicating this role of the amygdala in fear responses, especially recognition of fears/threats.

Two sub-divisions of the amygdala are referred to namely the basolateral amygdala (consisting of the lateral, basal and accessory basal nuclei) and the central amygdala (referring mainly to the central nucleus) (Pessoa, 2013). A distinction is made between the functionalities of these two sub-divisions: the basolateral amygdala “appears to be responsible for Pavlovian learning and the representation of value” whilst the central amygdala plays an important role in functions relating to attention (Pessoa, 2013, p. 8).

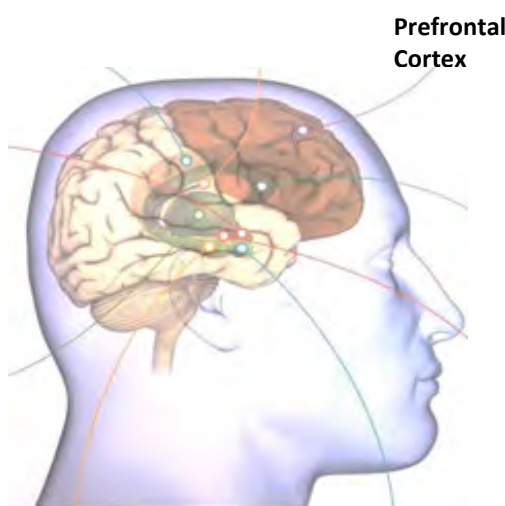
The amygdala’s role in all emotional experiences, especially primary emotions seem core to any discussion on positive or negative emotional outlooks (Banich & Compton, 2011; Zillmer et al., 2008; Pessoa, 2013; Berridge, 2003; Davidson et al., 2000). The amygdala

processes positive and negative information in different ways (Ashkanasy & Ashton-James, 2005). Bergdorf and Panksepp (2006, p. 179) summarised several studies on the amygdala's role in emotion and concluded "...that positive emotions tend to reduce amygdala activation, and that the principal role of the amygdala in emotion is in the information processing related to negative valence of emotions." The amygdala activities could therefore influence affective outlook (Davidson & Begley, 2012) as it relays all incoming information to specific areas in the brain producing an emotional reaction (Carter et al. 2014; Banich & Compton, 2011).

The amygdala seems to play a role in innovative behaviour, as it "mediates responses to things that are unexpected, "novel, unfamiliar or exciting" (Satel & Lilienfield 2013, p. 12). Pessoa (2013) provided similar information. A link was observed between social intuitive behaviour and amygdala activities, relating to the release of oxytocin (Davidson & Begley, 2012). The emotional outlook of attention is also influenced by the amygdala as explained by Davidson and Begley (2012).

The Prefrontal Cortex (PFC)

The prefrontal cortex can be anatomically located in the emotional brain as follows:



The Emotional Brain: Prefrontal Cortex (adjusted from Carter et al., 2009, p. 124)

The PFC (and specifically the orbitofrontal cortex) was described as an important brain structure in the discussion of emotion and emotional outlook (Pessoa, 2013; Davidson, 2003, 2004; Davidson & Begley, 2013), and secondary emotions have also been considered as generated by the PFC (Zillmer et al., 2008; Davidson et al., 2000).

Emotions cannot exist in isolation from cognition, especially when the impacts of emotions on cognition are taken into consideration (Carter et al., 2014). Posner et al. (2005, p. 7) referred to the "cognitive functions of the prefrontal cortex (as the) support (of) the creation and conscious recognition of specific emotions by associating and in regulating core neurophysiological sensations with internal and external cues." Davidson and Begley (2012) and Davidson (2011) linked the role of the PFC to certain emotive outlook patterns which could indicate different patterns of activity for resilience as an emotional outlook dimension. Higher resilience in emotive outlook was linked to more and higher

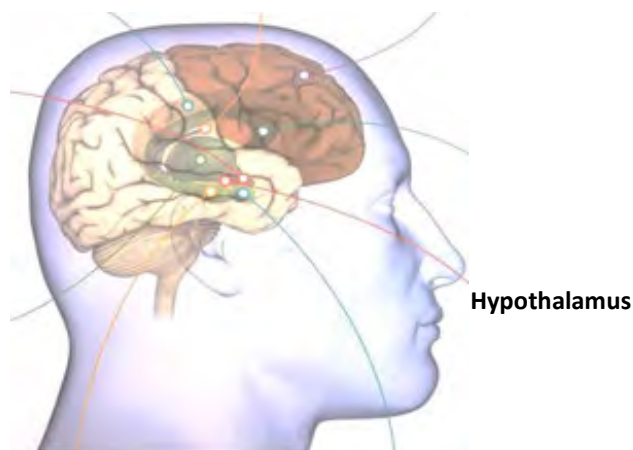
right PFC activity patterns, whilst the left PFC was associated with a slower discovery of situations that perceived as upsetting for an individual and thus lower resilience.

Resilient people's PFC seems to be more densely populated with axons where it connects to the amygdala with an increased dopamine activity (Davidson & Begley, 2012). Such increased dopamine levels were reported as having a link with exploratory behaviour and thus innovativeness (Panksepp, 1998). It was noted that "...Individual differences in electro-physiological measures of prefrontal activation asymmetry mark some aspect of vulnerability to positive and negative emotion elicitors" (Davidson, 2004, p. 1402).

Positive and negative outlooks have been linked to the PFC as the PFC seems to regulate information from signals/sensations implicating negative behaviour patterns (Rock, 2009; Davidson & Begley, 2012; Pessoa, 2013; Davidson, 2004; Davidson et al., 2000). It was indicated by Posner et al. (2005) that activities in the PFC could be linked to changed emotional circuits during the cognitive reappraisal of situations. Secondary emotions or social emotions follow a different circuitry to the limbic system than the basic emotions (Zillmer et al., 2008). There are, however, differences in individual PFC activation that could affect emotional regulation (Davidson, 2004).

The Hypothalamus

The hypothalamus can anatomically be located in the emotional brain as follows:



The Emotional Brain: Hypothalamus (adjusted from Carter et al., 2009, p. 124)

The hypothalamus influenced emotional expressions, motivational behaviour and emotional outlook (DoAmaral & de Oliveira, 2014; Holt et al. 2012), especially by influencing the activity patterns of the amygdala which were indicated in basic emotional behaviour elicitation (Carter et al. 2014).

The secretion of hormones by the hypothalamus is impacting emotional expressions (Carter et al. 2009; Bear et al., 2007). The impact of shorter strains of serotonin on emotional outlook results in a more negative emotional outlook (Metz, 2012). There was a link established between positive emotive outlook and higher levels of dopamine and opioids (Fox, 2012). Specific emotions could therefore be linked to specific peptides, indicating that all events or experiences were recorded in a chemical manner (Dispenza, 2012).

The Hippocampus

The hippocampus can anatomically located in the emotional brain as:



Hippocampus

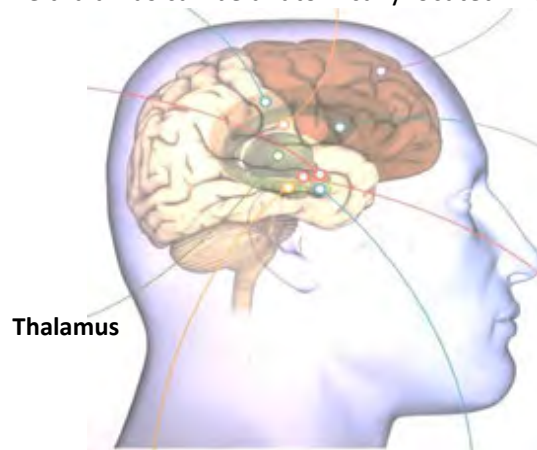
The Emotional Brain: Hippocampus (adjusted from Carter et al., 2009, p. 124)

The hippocampus was described as playing either a direct or indirect role in emotional experiences or emotional outlook, especially when associating a certain repertoire of feelings with certain situations and memories (Rock, 2009; Cohen, 2014; Zillmer et al., 2008; Davidson, 2004; Carter et al., 2014). It was stated by Davidson (2004, p. 1400) that “the hippocampus played a key role in the context-modulation of emotional behaviour”.

The emotional outlook of sensitivity to context was linked to “the strength of the connections between the hippocampus and other brain regions, particularly the prefrontal cortex” (Davidson & Begley, 2012, p. 77). This emotional outlook pattern witnesses two polarities where one polarity is that of being the tuned out dimension. The hippocampus influenced this dimension when low activity patterns become evident (Davidson & Begley, 2012).

The Thalamus

The thalamus can be anatomically located in the emotional brain as follows:

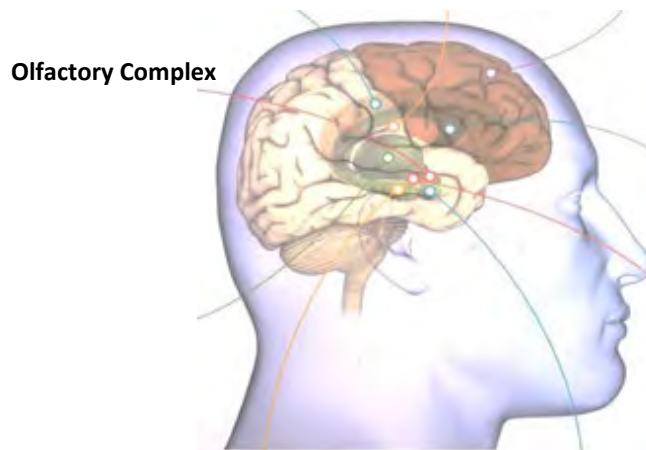


The Emotional Brain: Thalamus (adjusted from Carter et al., 2009, p. 124)

The thalamus influences emotions and emotive outlook indirectly by acting as the carrier of information from the senses (although smell is excluded) to the cortical areas and the amygdala (Carter et al. 2014; Holt et al. 2012; Ward, 2010).

The Olfactory Complex

The olfactory complex can be anatomically located in the emotional brain as follows:

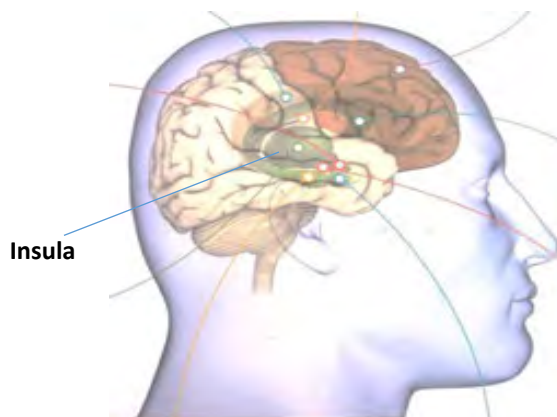


The Emotional Brain: Olfactory Complex (adjusted from Carter et al., 2009, p. 124)

The olfactory complex directly or indirectly influences emotions and emotive outlook as smell is often associated with certain emotional responses (Mohanty & Gottfried, 2013). The actual smell and often the associated memory thereof (which, once relayed to the limbic system) leads to an individual behaving with strong emotions to the specific smell and specifically the evaluations of emotions (Mohanty & Gottfried, 2013; Carter et al. 2014; Ward, 2010). It was described by Mohanty and Gottfried (2013, p. 253) that “...emotional valence consistently emerges as the dominant psychophysical dimension of olfactory perception.”

The Insula

The insula can anatomically be located in the emotional brain as follows:

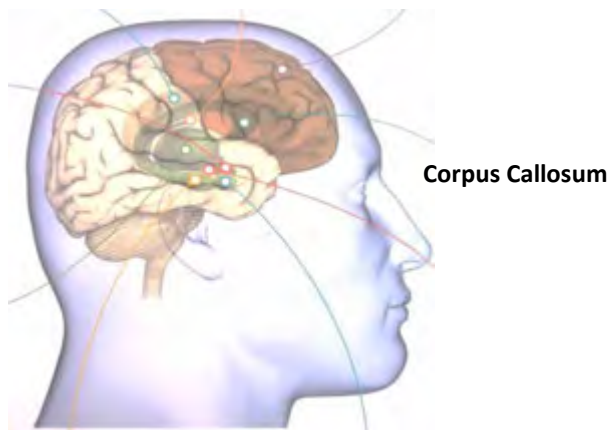


The Emotional Brain: Insula (adjusted from Carter et al., 2009, p. 124)

The insula relates directly or indirectly to emotion and emotive outlook, specifically the emotive outlook of being self-aware and the emotion of disgust (Davidson & Begley, 2012; Banich & Compton, 2011; Mohanty & Gottfried, 2013). Higher levels of being self-aware are indicated by higher activation patterns of the insula (Davidson & Begley, 2012; Waugh et al. 2008). The insula seems to be a key in emotional lives of individuals as it relates to “more complex and abstract emotions” (Banich & Compton, 2011, p. 376). It was also reported to be playing a role in emotional regulation (Waugh et al., 2008) and empathy (Kilmecki & Singer, 2013).

The Corpus Callosum

The corpus callosum can anatomically be located in the emotional brain as follows:



The Emotional Brain: Corpus Callosum (adjusted from Carter et al., 2009, p. 124)

The corpus callosum indirectly impacts emotions and emotional outlook, specifically as carrier of emotional information from one brain hemisphere to another (Carter et al. 2014; Zillmer et al., 2008; Bear et al., 2007).

Although the information relay process seems to be from the left or right hemisphere (either perceptually related with emotion or cognition), the brain as per the activities of the axons, still functions as a whole (Bear et al., 2007; Holt et al. 2012, Gazziniga et al., 2009).

The role of the corpus callosum was indicated as ensuring that the right and the left hemisphere share information as it could happen that either one of the hemispheres receive inputs independently from the external or internal environments (Gazziniga, Ivry & Mangun, 2009).

Different emotional responses by the sexes could be attributed to differences in the fibrous thickness of the corpus callosum. Women's corpus callosums were reported as thicker than those of men – hence certain different emotional behaviours (Carter et al. 2014). This also seems interesting when emotions and brain structures are discussed. This study however, did not focus on gender differences in this regard.

Left Brain and Right Brain Activity

This research did not measure left or right hemisphere dominance or brain activity; but reference should be made to this debate. The association of left brain and right brain activity with specific emotions seem a controversial area in the affective sciences (Sander, 2013). However, some scholars indicated the impact of left brain or right brain dominance on emotions (Fox, 2012; Davidson, 2003; Panksepp, 2004; Carter et al. 2014).

The right hemisphere is associated with negativity and the left hemisphere with positivity which are processed at an unconscious level where signals from either hemisphere can be derailed (Zillmer et al., 2008; Banich & Compton, 2011; Panksepp, 2003; Carter et al. 2014). The individual's only consciousness of any such derailment seemed to be awareness of own behaviours (Carter et al. 2014). Emotional control and conditioning to react in certain ways are associated with the right hemisphere (Wilkinson, 2005). The right hemisphere is proposed as more sensitive to emotions, linked to non-verbal thinking (Panksepp, 2004), being more dominant as an "attention processor" (Zillmer et al., 2008, p. 240).

Annexure F: Guidelines for Choosing the Right Team (Goffin & Mitchell, 2014)

	Functional Teams	Cross-Functional Teams	Heavyweight Cross-Functional Teams	Autonomous Teams	Virtual Teams
Advantages	<ul style="list-style-type: none"> Simple to organize. Do not monopolize management time. Ideal for tactical improvements of the day-to-day processes within a function. 	<ul style="list-style-type: none"> Bring together knowledge and responsibilities of all functions. Work well for projects where something similar has already been successfully completed. Require relatively low management commitment. 	<ul style="list-style-type: none"> Due to an experienced manager taking responsibility for the heavyweight team, it has more influence. Can use existing processes and resources. 	<ul style="list-style-type: none"> Autonomous teams are freed of the bureaucracy and overheads of the parent organisation. Separate location reinforces the independence of the team. The team spirit will quickly encourage entrepreneurship 	<ul style="list-style-type: none"> Brings together levels of expertise not available in a single organisation. Can be much faster than project resource internally. Such teams are entrepreneurial in nature.
Limitations	<ul style="list-style-type: none"> Team may miss opportunities, as they have a narrow perspective. Team learning is not applicable to cross-functional projects. 	<ul style="list-style-type: none"> Project manager has little formal power and so may not be able to control cross-functional differences. In competition for resources are likely to lose out to heavyweight teams. 	<ul style="list-style-type: none"> Require a very experienced manager to lead the project. May require significant amounts of management time. May not work well for new ventures, as they are too closely tied to the parent organisation. 	<ul style="list-style-type: none"> Radical approaches will test the capacity of the parent organisation to accept change. Entrepreneurial management talent is hard to find. 	<ul style="list-style-type: none"> Are not co-located. Need good communication and a simple effective innovation process. Sourcing outside expertise can be very expensive. Intellectual property rights (IPR) need to be carefully managed.
Recommended Applications	<ul style="list-style-type: none"> Kaizen projects in all functions. Developing a process orientation within the functions. 	<ul style="list-style-type: none"> Incremental innovation projects. More complex kaizen projects, where a cross-functional view may add a better understand 	<ul style="list-style-type: none"> Radical innovation projects (not recommended for low complexity projects). Heavyweight teams offer a good training ground for managers with top potential. 	<ul style="list-style-type: none"> New ventures: new products in new markets. Dealing with disruptive technology. 	<ul style="list-style-type: none"> Development of new technology, where the internal competence does not exist. Essential for effective open innovation.

Annexure G: Data Collection Procedures for Mixed Method Studies

(Creswell & Clark, 2011)

Persuasive Qualitative Data Collection Procedures	Procedures in Data Collection	Rigorous Quantitative Data Collection
<ul style="list-style-type: none"> • Identify the site(s) to be studied • Identify the participants for the study • Note the sample size • Identify the purposeful sampling strategy to enrol participants and why it was chosen (inclusion criteria). • Discuss recruitment strategies for participants 	<ul style="list-style-type: none"> • Using sampling procedures 	<ul style="list-style-type: none"> • Identify the site(s) to be studied • Identify the participants for the study • Note the sample size, the way it was determined, and how it provides sufficient power • Identify the probabilistic / non-probabilistic sampling strategy • Discuss recruitment strategies for participants
<ul style="list-style-type: none"> • Discuss permissions needed to study the sites and participants • Obtain institutional review board approvals 	<ul style="list-style-type: none"> • Obtaining permissions 	<ul style="list-style-type: none"> • Discuss permissions needed to study the sites and participants • Obtain institutional review board approvals
<ul style="list-style-type: none"> • Discuss the types of data to be collected (open-ended interviews, open-ended observations, documents, audio-visual materials) • Indicate the extent of data collection • State the interview questions to be asked 	<ul style="list-style-type: none"> • Collecting information 	<ul style="list-style-type: none"> • Discuss the types of data to be collected (instruments, observation quantifiable records). • Discuss reported scores for validity and reliability for instruments used
<ul style="list-style-type: none"> • Mention what protocols will be used (interview protocol) • Identify recording methods (e.g. audio recordings, field notes) 	<ul style="list-style-type: none"> • Recording the data 	<ul style="list-style-type: none"> • State what instruments or checklists will be used and provide examples
<ul style="list-style-type: none"> • Identify anticipated data collection issues (e.g. ethical, logistical) 	<ul style="list-style-type: none"> • Administering the procedures 	<ul style="list-style-type: none"> • State how procedures will be standardized • Identify anticipated ethical issues

Annexure H: Semi-Structure Interview Protocol

- 1 Good day and welcome. I would like to thank you for agreeing to meet with me and to be part of this research project. My name is Christina Swart-Opperman, and I am a Phd student with GSB-UCT. I work for PwC. Before we proceed, please tell me a bit about yourself.

You have been identified to take part in this research because you have been a sponsor for innovation projects. That is also what my research focuses on.

Before we proceed, I would like to ensure that all the answers and any comments will be treated with the strictest of confidence. Your name will not be used nor any other reference, that either you or your organisation will be identified. All notes and recordings will be destroyed once I have completed my study and the results have been published.

Any questions on the study?

2. Question 1: “Please share your company’s approach towards innovation with me?”

Comments: Answers will be probed further with, for example: “Can you be more specific in your answer”; or “What do you mean?”; “Why do you feel that way?” That’s interesting, “Can you elaborate a bit more?” depending on the response.

Question 2: What role does the team play in innovation?”

Comments: Answers will be probed further with specific probes depending on the responses”

Question 3: “How do you go about selecting team members for innovation projects?”

Comments: Answers will be probed further with specific probes depending on the response.

Question 4: “How successful is your current approach towards team composition? Would you please explain why?”

Comments: Answers will be probed further with specific probes depending on the response.

Question 5: “What, according to your opinion, contributed towards teams who were successful in their innovation efforts? And those which were unsuccessful?”

Comments: Answers will be probed further with specific probes depending on the response.

Question 6: “Why did you accept the role as innovation sponsor?”

Comments: Answers will be probed further with specific probes depending on the response.

Question 7: “Did you notice any difference in emotive outlook between successful and unsuccessful team members?”

Comments: Answers will be probed further with specific probes depending on the response.

Question 8: “Is there any improvement you would like your organization to consider for the future?”

Comments: Answers will be probed further with specific probes depending on the response.

Annexure I: Focus Group Protocol

1 (15 minutes)

Good day and welcome. I would like to thank you for agreeing to participate in this research project. My name is Christina Swart-Opperman, and I am a Phd student with GSB-UCT. I work for PwC. We also have (Name) present who will act as an observer to take notes. Before we proceed, I would like you to introduce yourselves to me.

You have been invited to take part in this discussion on teams and innovation projects because you have experience in this regard. I have a couple of points to work through with you so that I can learn from you experience.

All answers and discussions will be treated as confidential. Your name or any other information that could identify you or your organization will not be included in any report I write. I will destroy the notes and audio tapes after I have completed my study and published the results.

Do you have any questions?

2. Ground Rules

Before we start, a few ground rules could be useful:

- (i) I will present you with an overview of an affective neuroscience and innovation and teams.
- (ii) Several questions will be posed to you that I shall appreciate your input on. There will be no particular order, but please let's have everyone participating in the discussion. Only one person must speak at a time.
- (iii) You are welcome to respond to other participants' comments, whether you agree or not. There is not a right or wrong response as I am interested in your views.
- (iv) I do want all of us to be respectful of others' opinions.
- (v) The session will be recorded and notes will be taken so that important comments are not omitted. To ensure anonymity, we shall use no names once the recording is in progress. Is this in order with everyone?
- (vi) This discussion will take two-three hours and I kindly request you to please stay for the duration of the session.

3. Topic 1: Discussion (30 minutes)

- 3.1 An overview will be given on role of innovation and link with affective neuroscience. Emotive outlook, in terms of meaning and why it is linked with innovation will be referred to. The team composition as per literature review will also be briefly discussed.

3.2 Group Discussion (2.5 hours)

The following questions will be discussed by the group:

Question 1: What is your view on your companies' approach towards innovation?

(Time: 30 minutes)

Question 2: What role does the team play in innovation?

(Time: 30 minutes)

Question 3: How are team members selected – what criteria do you use?

Time: 30 minutes)

Question 4: What according to your opinion contribute towards success or failure in these teams?

(Time: 30 minutes)

Question 5: Have you observed any role that team members' outlook may have played in the respective teams?

(Time: 30 minutes)

4. Wrap up (5 minutes)

4.1 These were all my questions. Does anyone want to make a final comment?

Thank you sincerely for sharing your experiences. I trust that you enjoyed our session. When my research has been successfully completed I would like to present an overview to all of you.

Thank you.

(Source: (Harrell & Bradley, 2009, Kitzinger, 1995)).

Annexure J: Data Analysis Procedures for Mixed Method Studies (Creswell & Clark, 2011)

Rigorous Qualitative Data Analysis Procedures	General Procedures In Data Analysis	Persuasive Qualitative Data Analysis Procedures
<ul style="list-style-type: none"> • Code data by assigning numeric values. • Prepare the data for analysis with a computer program. • Clean the database. • Recode or compute new variables for computer analysis. • Establish codebook. 	<ul style="list-style-type: none"> • Preparing the data for analysis 	<ul style="list-style-type: none"> • Organize documents and visual data. • Transcribe text. • Prepare the data for analysis with a computer program.
<ul style="list-style-type: none"> • Visually inspect data. • Conduct descriptive analyses. • Check for trends and distributions. 	<ul style="list-style-type: none"> • Exploring the data 	<ul style="list-style-type: none"> • Read through the data. • Write memos. • Develop qualitative codebook.
<ul style="list-style-type: none"> • Choose an appropriate statistical test. • Analyse the data to answer the research questions or test hypotheses. • Report inferential tests, effect sizes, and confidence intervals. • Use quantitative 'statistical software programs. 	<ul style="list-style-type: none"> • Analysing the data 	<ul style="list-style-type: none"> • Code the data. • Assign labels to codes. • Group codes into themes for categories. • Interrelate themes (or categories) or abstract to smaller set of themes. • Use qualitative data analysis software programs.
<ul style="list-style-type: none"> • Represent results in statements of results. • Provide results in tables and figures. 	<ul style="list-style-type: none"> • Representing the data analysis 	<ul style="list-style-type: none"> • Represent findings in discussions of themes or categories. • Present visual models, figures, and/or tables.
<ul style="list-style-type: none"> • Explain how the results address the research questions or hypotheses. • Compare the result with past literature, theories, or prior explanations. 	<ul style="list-style-type: none"> • Interpreting the results 	<ul style="list-style-type: none"> • Assess how the research questions were answered. • Compare the findings with the literature. • Reflect on the personal meaning of the findings. • State new questions based on the findings.
<ul style="list-style-type: none"> • Use external standards. • Validate and check the reliability of scores from past instrument use. • Establish validity and reliability of current data. • Assess the internal and external validity of results. 	<ul style="list-style-type: none"> • Validating the data and results 	<ul style="list-style-type: none"> • Use researcher, participant, and reviewer standards. • Use validation strategies, such as member checking, triangulation, disconfirming evidence, and external reviewers. • Check for the accuracy of the account, • Employ limited procedures for checking reliability.

		First Cycle Coding
CSO:	I had some fascinating discussions with the people.	
P2NC:	Okay is that so; <i>lekka</i> .	
CSO:	Yes and I also spoke to a gentleman from Kenya yesterday, and it is so interesting that they already have an innovation hub.	
P2NC:	Yes, interesting <i>nê</i> ?	
CSO:	And they must be doing very well.	
P2NC:	In Kenya they have decided to invest BU\$ into an innovation hub, based in Nairobi.	
CSO:	I find it so interesting. Some of my discussions were cancelled on short notice but on the other hand I also understand that. The people are more than willing that I rescheduled.	
P2NC:	Okay, Cool.	
CSO:	And I have now four companies participating in my research in the financial services industry but it is all over Africa. But what I realise more and more, and I have studied numerous articles... still follows the traditional way of looking at everyone's roles, you're a this and that, and I do not think those things are applicable in Africa.	
P2NC:	A person you need to talk to is Willem Malherbe, you must see him. He has just done a segmentation analysis of the market in Kenya, and he just worked out that you can't use the traditional segmentation approach to understand the market, because it is also different.	
CSO:	Exactly.	
P2NC:	Your earlier comments about roles ..., ... in RSA. We have a stratified way of looking at it. The market does not behave like it. Willem is also supposed to drive MMI Ignite, our innovation platform that we are trying to get up and running. Everything fits in together, they protect their turf a bit, but innovation is not owned by anybody.	
CSO:	P2NC I know your time is limited, did you have time to look at the questions I sent?	
P2NC:	Yes, yeah.	
CSO:	WE can only use it as a guideline, but just for formality purposes, as you know I will record the conversation and nowhere will I refer to you or the company, unless you give me permission.	
P2NC:	Okay.	
CSO:	This is to ensure that your company will not be identified. I will for MMI – I shall report your data separately as this is your value-add. Also the study's. I will not report per company. If I do find that there are interesting difference, it might be reported but I do not know.	
P2NC:	No problem.	

CSO:	To start with our conversation, as CEO of MMI, could you maybe share with me MMI's approach towards innovation? How do you see it, what the impact could be and so on.	
P2NC:	I think, firstly, creating a space where there is openness, complete openness where you can optimize openness in an environment. I think that is quite important. The other kind of approach we are trying to follow is "push the envelope:", and I mean "push the boundaries". I have an approach to life which says: "You get given a job description, then you get given a sort of an opportunity to set your own boundary, okay, and then beyond that, you can participate in what I call extreme sports.	
CSO:	So what is that?	
P2NC:	It means that you taking risks that other people won't necessarily take but you understand and manage in that risk environment. Such as you go bungee jumping or face climbing, but you have learned the skill to do it. So, I would like you, the people in the work environment to think like that. They must see the job description as a corporate kind of template. I do not know why we have it, but it is there and it is fine, do not fight it. But set your own boundaries beyond that, push the limit, okay, and that means if you push the limit that you must accept that you will tread on people's toes. And when you do this, you must be gracious enough to ask for forgiveness (Laughter).	
CSO:	Yes.	
P2NC:	But you must not be treading on toes.	
CSO:	Yes, the graciousness is very important. Let me ask you in order to push the limit, I would like to know from you whether you think that everyone has the inclination, it is not necessarily ability, to do this?	
P2NC:	I think you broaden the inclination when you lower the boundaries or hurdles for asking permission, okay, and you teach people how to ask for forgiveness. So, if you, less permission but more forgiveness, I think you start to create a different landscape, more of a level playing field. Now corporates are built on everything you do is about limits of authority, and it is delegated authority, policy – those are things which drive you towards permission not forgiveness. All that stuff must be there – understand your value set, what you want to achieve, the values you want to operate with, and then within that interpret what you can do without permission.	
CSO:	Let me ask you, to get that type of an individual in your organisation do you recruit already for that or when you come here, is the culture such that you will exhibit this type of behaviour?	
P2NC:	We firstly, it must be role modelled from the top, it is not reckless – you want an element of maverick but you do not want recklessness. Recklessness will create a different dynamic.	
CSO:	Irresponsibleness?	
P2NC:	so there is marketing element, then statistics – people can analyse the past and see how it can help make arrangements for the future and then people for who can design the product and for the data thing, actuaries, ...first you create an element of	

	nothing is too big or too great to take on or conquer. If you can build that into people's minds, then nothing will be too big to take on or conquer – it is also lowering fear, yes.	
CSO:	I think that is very important.	
P2NC:	Yes.	
CSO:	In the beginning you said “creating a space” – that is what innovation means for you, in this organisation. You create a space of openness – what do you mean? A physical space or what?	
P2NC:	No, it is a psychological space – it is everything. It is being open-minded, do not try and limit yourself by prejudging or having preconceived ideas about how things might end up. So be open-minded, say we go down this journey and we deal with things as they come at us – not only thinking: “the only thing that will come out from this is the following...”. Then you are constraint, then you are already ... openness not constraining yourself in your thinking; openness in terms of every bit of IP or information and source is the organisation belongs to everyone.	
CSO:	Yes, knowledge not shared is useless information.	
P2NC:	Yes, exactly. So that kind of process and then for instance, then creating this kind of open environment where people can see that we are all ultimately working here to make a difference for each other and for the customers we serve and ultimately the communities we operate in. So that creates a different sense of why we are here. So I am not here because, and then titles are given because certain people need be at certain levels of accountability. But it is not the basis for setting up a hierarchy.	
CSO:	Okay, may I ask you, because this is very interesting what you say. If you, now, let's say get me into the team and you realise that I just don't have the psychological makeup, as a way of speaking, to be like that, what do you do with me?	
P2NC:	You know you build confidence man, you build, and you build capacity for taking risks. So you put people into teams where they can learn. And my sense it, I am not always to good at it, not always so efficient and elegant as I am, as I could be with this, is to interrupt behaviour that stops you from doing things. So I will say “no that is not what we want” – we want you to be different. We want you to go and try that, and to give the person a chance to actually test it and actually see that this is actually new territory and I actually like doing this.	
CSO:	How do you install this type of culture? I would also like to mention to you that the people that I have met so far, even the telephonic conversations I had, you just pick up on energy that is very invigorating. What I want to know from you, and thinking now about the innovation aspect, how do you install a culture like this – you have the “older school” – I say this with the greatest of respect?	
P2NC:	I always say to people what drives me, I have been given a very large doze of happy genes. So I do not see any dilemma, I do not see a downside, (laughter) so those happy genes I just pass it on. When people come to me and say, no you can't do it, then I say it is not the answer, we can do that. I want to hear – you can do it. So it is a “what is word?”	

CSO:	Emotional containment?	
P2NC:	Positivity rubs off on the team – I have that gift into the ... place. I always say to Felicity, my wife, I am a nightmare for an opportunist – so I am more optimistic (laughter). So if you think you are optimistic, I am more optimistic – I will be your nightmare in terms of being optimistic. So that I think is kind of valuable.	
CSO:	For the culture?	
P2NC:	Yes, I do not see any reason why we can't achieve this. Don't ... I am reading a book now, the "End of Power" (Moisenman), and for me that defines a lot of the ways I think about things. I don't see authority and bigness as something that scares me. I see it as something I want to challenge (laughter). So bigness does not bother me. The biggest entity out there, we can either disrupt them, we can be more agile and even steal the customers.	
CSO:	But how will you, if you now decide to move on, how will you retain this legacy? Because I think you created a different kind of legacy to take the company forward. So you are in an upward spiral if I may explain it like that. So will you get to a stage where you will maintain okay continuously, have this upward spiral? If I may explain it like that. You know what happens.	
P2NC:	I think just trying to do it for the company is too limiting, too constraining. So I think company will succeed. It will find leaders to take it to other plateaus. So I am not so sure that my responsibility should be to leave this entity in an upward spiral. What my responsibility is, or should be, I see it as I must leave enough people here with a new way of thinking. So that they can excel in whatever they do, whether they work for this company or any other organisation, or their families or their communities.	
CSO:	Absolutely.	
P2NC:	So I am not, have not – if I am in your organisation I will ensure that we achieve the best level of success for the organisation but I am not trying to pretend that I can leave something that will go on when I am not there. But what I do know is that people who have worked with me are kind of inspired and they look at things differently, have a new way of looking at things, than before they came here.	
CSO:	And to bring you just back to the innovation and thinking differently, I hear what you say and I think that is also in a sense a requirement indirectly for a company to be innovative for people to think differently. What would you say is the role of the team here for innovation?	
P2NC:	You know what, I become frustrated with people who have a low level of curiosity within the team; I want them to be curious. I think what sometimes happens because of my level of curiosity, I have to be careful not to come across as creating a barrier for people to say "I know but you have a lot of information about these things that we have not even looked at." So I like to connect dots, so whenever I want to see trends in what in the picture – where to these things unfold; and that comes from a high-level of curiosity. I won't go home the same route every day I will do different things, and I read different things. And I will set up access links to get feeders for information to be fed into my	

	<p>system. And when I look at my inbox, there is a lot of stuff that people consider junk mail – but I not. There is one or two things that I will look at and one or two things to alert me to things. So I can talk to you about most sectors. When you talk about aviation, I can talk about aviation, I can talk to you about oil and gas. And with people who are experts in their field, they will say “how do you know about all these things” (laughter). I said “because I am curious.”</p>	
CSO:	And from a team perspective, do you expect that from team members?	
P2NC:	Yes, I don’t want to expect it from them, but I want to encourage them to see whether that characteristic does not give you more value. But they must adopt it, I am not going – I do not want to push it – just think about it. First thing you must do is to write down whether I was curious today. One curious thing today, if you are not, you can’t get there, you are in a cul-de-sac. If you have curiosity you are outside the cul-de-sac – you left the cul-de-sac.	
CSO:	Let me ask you; just a hypothesis: you are faced with selling life products on Mars, and you must put from all your Regions a team together that can help you innovate i.t.o how will you approach it?	
P2NC:	Oh, okay (laughter)	
CSO:	What will you look for in those members to put a team together?	
P2NC:	Firstly, intuitive people; they must have a high sense of intuition. So I am looking for gut feel, I am not looking for thinking – judgmental types. So if you look at MBTI, I am looking for the ENTJ people. I don’t want these <i>ouks</i> with preconceived values and systems. So I am looking for people who first can understand what makes the other person tick, rather than what their needs are. Is it a kind of ..., yes, what makes the person tick. And when I say tick I mean, what will make the person wants to engage with you. And this may only be soft things not so much any ...?	
CSO:	Like a social intuition?	
P2NC:	Yes, like a social intuition.	
CSO:	And a sense of being able to put myself at the background?	
P2NC:	Yes, I want to have highly observant people. They must be able to observe those interactions – how do people even board a bus. How, who do they shop, eat – the kind, for instance: every culture you go into people eat differently. Some people eat with their hands, other people don’t eat with their left hand, only the right hand, or only with knives and forks. But let’s not make a judgment about it. Just observe, because what you want to do is to engage with the culture, the social kind of dynamics, because they buy products from you and the product must also meet their needs. When you come along, for instance and say “I want to take an ISTJ type and I want to sell a funeral cover, well on Mars people may vaporise after they die (laughter) and to not need a funeral. I don’t know let’s see what happens to them when they die (Lots of laughter): Boff! For instance if you came here to Africa e.g. before it was colonised and before it was kind of westernised, you talked to the Khoi-San people. They have a concept that – you know	

CSO:	ostrich eggs – you know why they drill a hole in that?	
P2NC:	Yes. They have rules, If you observe things long enough, you will see that scrambled egg is just eaten by women and children. Young men are not allowed to eat ostrich egg, and old men. Okay? Because they must hunt and the women will fill the egg with water and follow the hunters. They plant the egg at the points when the guys come back with the food they have water on the way home. Now that is an interesting concept. The children (male) are giving small alive animals to play with and kill so that they are learning the dynamics of live animals and the kicking and of the hunt. So men teach them from young how to respect the process. So when you get old, they take your grass mat, far away from the community, they leave enough food and water and they abandon you and you die. Nature takes its course (laughter).	
CSO:	So you make an important point that I have heard now all along the way. Do you think then that the whole thing of the sensitivity towards different cultures in Africa is very important?	
P2NC:	Yes absolutely, seriously important. Yeah, but we must be careful that the sensitivities - we have very clever people across all communities and the clever people will over-emphasize sensitivities that keep them disproportionately disadvantaged and we must test for that. So we must just on the first account accept that this is the way that things are – we must also go and test it a few times. If ... you are ... highly curious, do not ask people in a negotiation setting ..., have it in an informal setting, say, listen, explain how this works.	
CSO:	The contexts is just differently?	
P2NC:	Yes, absolutely. But I think where we get caught is people use this concept – of “oh this is our culture”, actually they sometimes use in a way to protect the circumvented position so we must try and make sure that is not where we end up. So I will always push the envelope and say yeah, but ... and then have more information to have a more engaging conversation with the person.	
CSO:	Oh sure, this can become a scapegoat for many things.	
P2NC:	Oh yes. So I am very aware of that. And then on your team to Mars, the other thing is, people who can step back and be honest about pointing out where we get things wrong. So they must also be, what do you say, process monitors. I do not know, but that is how it works. These process monitors – hey you know what! Here is an example. We had a situation now where we, an example. A guy from another country was hosting the dinner, was behaving quite sternly with the waitress and having a kind of a bit of a silly debate about the wine and all that, but in that setting you do not know how other people are perceiving that type of behaviour. So you must go back to the people later and say “Listen, learn from this; tone this about down because that might be sending a negative. It might be reinforcing a perception about us – you guys are dominant, pushy and so on.” So those kinds of things.	
CSO:	So you are talking about being self-aware?	
P2NC:	Yes, you must be self-aware – it must be, we must create a shared	

	awareness – say I can talk to you, and point things out to you – that is not so <i>lekka</i> , you must back off. You need to go back and apologise for that.	
CSO:	So they must have sufficient confidence?	
P2NC:	Yes.	
CSO:	So I must accept it in that spirit and not become defensive?	
P2NC:	No, no – I am giving this shared awareness to you because I am making you better – I am not pushing you down. To make us better as an organisation and to make the team stronger. This is not a disciplinary discussion; it is actually information sharing.	
CSO:	Other types of emotional types of behaviours you would expect from this team?	
P2NC:	People who can easily acknowledge, hey – so kind of a mature process of acknowledgement?	
CSO:	Is that emotional stability?	
P2NC:	Yes. No, a willingness to be mature when you need to be mature. I do not like the concept of maturity – I think a willingness to show maturity when it is needed and that is almost shrouded in acknowledgement. Okay, I show maturity, I do not really like it, but I do it. You do not have to be mature all the time, because I think a certain level of immaturity, a level of free-wheeling is okay, so it means you can't always be mature when you free wheel. You are going to be childish, and playful. It is okay to be playful, but if something is pointed out to you, you must be willing to acknowledge and you must be willing to show maturity that you can learn from it and then you can go back to be playful. So that is exciting if you can get people that are playful.	
CSO:	So any other types of behaviours towards one another?	
P2NC:	We used to have that in the Health company. We worked on the process that we don't celebrate heroes, okay, we celebrate people that have worked in teams, that have being successful with team projects and when there is an injury they brought everybody back to base that we can look after them. So you can't come back to base and say "we won" and three of our buddies are on the other side and we haven't brought them back. So you stop, you bring him home, you rebuild them.	
CSO:	Almost like a collective consciousness?	
P2NC:	It is a collective consciousness, yeah, yeah. And a neighbourhood watch approach, yes, we are strong on that – you watch out for your buddy. So what we did, in the Health company, we built an organisational structure that realises that "I can't see my hands here" – but the guy next door can, behind me can, but I can't. So what we did, is we did an organisational structure that had a field of vision so that on both sides of me my field vision was covered by my job profile of my buddy – and it worked, hey we never missed anything. So we said you must watch out this guy – the blind spot must be covered by you, because he is covering your blind spot. Now that was quite innovative at the time and it created a cohesion in the team so everybody watched out for each other. And when we saw something failing, we would go to the team leader responsible for the area and point it out to them. Anybody could go – it did not have to be your immediate	

	superior. If I got a phone call that there is a breakdown in the process I would go point it out to them and say "listen you just need to check on this." And the other interesting thing is creating a communication cycle which can't be compromised. So lots of people would come and bring things directly to me. So I would say: "Did your team leader or your manager and if they did not listen then you can come to me." So you create more of a robust of I will deal with it inside my team and not spill out into environments that are a little bit disconnected from what your objectives are of where you are coming from.	
CSO:	That is a fantastic way.	
P2NC:	So that was an interesting, yeah. If somebody came directly to me I would be very discreet and tell them: "Listen, Joe came to see me about this matter and he is probably coming to see you and if he has not come to see you in a couple of days, go and ask him about it. And don't crap on him because he came to speak to me."	
CSO:	That is very interesting.	
P2NC:	So it creates a very interesting dynamic, yeah.	
CSO:	It does.	
P2NC:	It encourages more cohesion within the team.	
CSO:	The forgiveness, love. So P2NC if you now think of all your experience preferably in this environment, have you seen teams, even in a region where they just can't see the forest for the trees?	
P2NC:	Tanzania (Laughter). I am going through that now.	
CSO:	Can you tell me about what you have observed?	
P2NC:	They are very silo, I think very hierarchical and were left on the side to do their own thing. So they developed their own ways of doing things and processes which are not aligned and a little bit maybe deficient in a number of ways. So we try to rebuild that now.	
CSO:	So what type of behaviours and emotions did you pick up?	
P2NC:	Oh defensiveness, leave-us-alone – and don't look at what we doing. "You are new kids on the block and are here to create trouble for us." So very accusatory. (Laughter) Denial of how poorly the organisation is performing and lots of blame opportunist – they push blame all over the show. You guys at the Centre do not give us support – you do understand the nuances and the differences, how our market is. So they – so in those situations people focus on the differences not on the kind of areas or opportunities and collaboration. So it is quite interesting.	
CSO:	Very much. So now did you also see it because of no innovation or?	
P2NC:	Yeah, no not. The other thing is that structure also creates reporting and hierarchies that are constraining and not liberating. So it is very much type of constraint environment. But then you can walk in and quickly change it, by starting by saying "this is very foreign to us and not how we are operating."	
CSO:	Now can I ask you your approach you described, how successful is it? Specifically thinking about innovation?	
P2NC:	I do what we started, we built the biggest third party administration company in SA on this model. We built	

<p>CSO:</p> <p>P2NC:</p> <p>CSO:</p> <p>P2NC:</p> <p>CSO:</p> <p>P2NC:</p>	<p>Metropolitan Health Group. We came up in 1996 we had a 180 employees, 19 000 families under management and one client. By 2008 we had 1.1 million families under management, we had 28 clients and 2400 employees and we were across SA. Firstly, we were only in CA. We did some of the fastest takeons of very large clients in the history of the industry.</p> <p>But what made it so successful?</p> <p>Eat, breath and sleep what you do and incentivise, and motivate and cajole and create excitement for people. If you give people a vision or bit of excitement of where they could end up and what they could be part of – people like to be part of success, quick wins – and then encouraging. We started with a closed medical aid scheme which were self-administered hierarchical, people were kind of constraint not allowed to ask questions, do as you are told. We inverted it, turned the whole thing on its head. When turned it on its head, hierarchies were off the table, everybody had a responsibility. We started a process of give responsibility, coaching, teams more important than heroes, neighbourhood watch. We put a value and governance system down.</p> <p>In HRB – how toxic this heroism is.</p> <p>So for instance, the other thing is (laughter) people do not like traditional leadership. So e.g. when I turned up at work I drove a Mini Cooper^s and I parked anywhere in the building. If you get parked in, the rule is the customer always comes first. So if your bay must be given up for customers, there is not even a debate. It is not even a conversation, you hand your keys to security and they park it and make the bay available to customers. If so ... park on your bay, just double park and give your key to security. If they scratch your car, we fix it. It is only a car not your children (laughter). So immediately you create a value set of what people should value, rather than being obsessed.</p> <p>You mention incentivise people for innovation. So do you also mean that if I come up with good ideas that I should get a monetary value for that or?</p> <p>The company I grew up in Australia with worked on interrelationship between customers, employees and suppliers and shareholders. And where they intersected it was called as community. We wanted to push these circles so far that in the community people were wearing many hats – they were employees, customers, shareholders – so we didn't have the model like in SA where supplier, shareholder, customer and employee components and they are not integrated. We wanted to push this – so what we also did, we – when I started the company we set ourselves a target of creating x-number of millionaires in the business. That was quite interesting and they could see – listen – it was when you create a sense of wealth creating in the minds of people and they see the possibility of taking one generation into a different lifestyle in one lifetime it is – that creates a lot of excitement. So I realise that that was important – and we did that – if you eat, drink and breathe it, you have made a big difference to yourself.</p>	
--	--	--

CSO:	I find it very interesting.	
P2NC:	This is very counter intuitive of how South Africans – a southern African view of the world is. Australians are very equalitarian and their concept of sharing and growing wealth, and communities to different levels of wealth and improvement is not the same model we have. So I suspect that we will be there in twelve years.	
CSO:	That was my next question: what formed your thinking especially with regards to innovation and getting people to the next level? Was it your experience in Australia?	
P2NC:	Yes, I think so, especially with the company I was with, formed by a guy from Utrecht and had a completely different model. Our model here is – here we fight the unions. If employees want to be represented by anyone else then there is something wrong with the company, not the employees. Think about it. Then we also understand elements of dignity – when people have to go outside to get help – we must have a type of culture where we say your responsibility as a leader is to create an environment where peoples work covers the elements of dignity, their needs, excitement and their development. It is not left to HR.	
CSO:	That is for sure. Now if you think of the future, say for next 1-3 years, what else do you still have to change in order to improve innovation in MMI?	
P2NC:	We need to change where and how people work. We need to understand more clearly what is that what people resources have in terms of skills and capacity that remain untapped, because we have been organised in a particular way. Use untapped skills e.g. if I go to the guy doing the payroll, go around in the business and see how the transactions can be better managed to give the customer a better experience. Then you can unleash innovation but we do not do it. This is your job until you leave here.	
CSO:	So being so role bound should change?	
P2NC:	Yeah, this payroll clerk deals with most sensitive transactions and it determines internal customer satisfaction. So if you say to him the way you think about things, go and talk to the claims assessor about how we do things. But we do not do this, because of the way we are organising things. Because we organise ourselves in the old industrial model whilst we are moving in a technology model.	
CSO:	That is very true, but based on all of this of what you have said, do you then think there is a role for teams in innovation?	
P2NC:	Yeah I think there is.	
CSO:	In which way?	
P2NC:	I think in setting a picture of where we would like to end up and allowing people to organise themselves into a team, saying what contribution can you make to get us there – is a possible way of getting there. It is a way of getting teams to function more optimally. I think sometimes we want to select teams, but teams select themselves.	
CSO:	It is almost like that. We don't have the time anymore to go through these elaborate psychometrics.	
P2NC:	yeah, yeah, we must allow – if we can get that acknowledgement process going – the team – and say it is like fire and water – this	

	combination – what we do now we need less of that. We must put the right combination of people in.	
CSO:	So what I hear what you say, and maybe, I just want to test this, is that a team for innovation should never be a permanent structure.	
P2NC:	Yeah, yeah. Can't be as nobody owns innovation.	
CSO:	Yes and the challenge is that the challenge differs, and different types of individuals are required.	
P2NC:	You could have a common feature in a team or in the structure that is a catalyst – a personality that can catalyse things.	
CSO:	Like a team leader?	
P2NC:	No, just someone that will step back and say "listen we are fighting about the wrong things here." Not a facilitator, somebody that is – it is a bit of a sage – wisdom they have and not worrying about themselves anymore. Talking to add goodness to teams – not telling them what they have to do, they just try to point out things, "hey you guys can be more effective if lower this and heighten that." A wise person will not tell you how and what or when or just tell you if you dial this one a bit warmer and that one a bit colder, better cookies will come from the oven. This is nowhere in the recipe book. Somebody who has seen it before and can take it from other settings and add the value. We do not have that because if we talk about a team leader we immediately put a hierarchy to it – "I can't do this without my team leader" - well you can. This person is then unbiased, not connected to anybody. But we have a matrix, if things continue to fail we have a "sage" to pull in.	
CSO:	I hear what you say – I believe in that. Do you budget for innovation?	
P2NC:	No.	
CSO:	Why?	
P2NC:	Budgets come from the industrial model. I do not budget for people to make mistakes because they do it anyway – so it is a cost you incur, nobody budget for mistakes because it is in the blind spot. So if you have a driver, driving a motor vehicle, you can have a matrix as per google maps and tag them and maps tell you most efficient way to move from point A to B or you give the driver the keys and say: "drop off this parcel" in CBD CA ... this process and they take the wrong routes. So those mistakes we make, it is painful and we pay for them not knowing you do.	
CSO:	Okay. (Laughter)	
P2NC:	(Laughter) So for me try many times, fail fast and get on with it. That is probably the best model. Just fail fast, do not procrastinate the failure.	
CSO:	Okay, this is also an important point – do I know based on everything you said to me – do I hear that for innovation that has a change for survival in an organisation, we must have a complete different approach to business, not overthrowing stuff, but starting to create a complete new business, culture.	
P2NC:	Yes, more storytelling so that can laugh about it, the silliness – we just laugh about it. And we learn – not this or that.	
CSO:	Based on my study, any other comments for my study that could	

	help leaders learn from your wisdom?	
P2NC:	I think learn to connect dots and one set of dots is not the only set of dots, the ability to work with people and organisation and you can work to let the organisation fit into its ecosystem. You can work, connect the dots to help or enable the organisation.	
CSO:	So you look for a special breed of leader or not necessarily?	
P2NC:	Yes, curiosity is high on my requirement. Somebody ... I can things I have thread into other sectors and bring the threads back how it can be useful to us.	
CSO:	I would like to thank you for availing MMI.	
P2NC:	No, it's cool.	
CSO:	I learned so much from the people, but I will give you feedback.	
P2NC:	It's fine. Good luck.	

Annexure K₂

Participant: P2NCN **Title:** Retired (12/2015)
Activity: Semi-Structured Interview **Mode:** Face-to-Face
Date: 1 February 2016 **Duration:** 1 hour 10 minutes
Country: Namibia: National Case **Category:** Innovation Champion

	First Cycle Coding
<p>CSO: P2NCN, thank you for agreeing to this interview. When I had my discussion with Thinus, he said that I have to talk to you. And initially I wanted to, when I heard about your plans. I really appreciate your time. For the sake of formality, I am studying a PhD through UCT GSB. I am also recording this, everything you will say will be strictly anonymous. It is put into a pot and out of that I get themes and so on. And I have a couple of pre-set questions, but the interview can go into different directions.</p> <p>What I am researching is the composition of innovation implementation teams, looking at specifically emotive outlook profiles and patterns. The reason why I am talking to you is because of your exposure and understanding of innovation, and specifically in the financial services industry, because I am doing my research just in this industry. P2NCN, just for the sake of formality, may I please ask you to introduce yourself to me. How many years' experience you have in innovation.</p> <p>P2NCN: As you know, I retired at the end of December 2015 and at that stage I served as an Executive Director for Capricorn Investment Holdings for 11 years. Prior to that, I served as the Executive Officer for Marketing at Bank Windhoek. That was for another four (4) years. During that time I have been exposed to a number of projects that I would regard as transformational in nature and these included e.g. in my role supporting the system change, that was implemented in 2001, doing a total wholesale rebranding of Bank Windhoek, introducing what we called community banking in Namibia, for the first time.</p> <p>CSO: What is that?</p> <p>P2NCN: Community Banking was an offering to what we called, the far north and the deep south, in the rural areas where there were no banking services at all. And it required setting up infrastructure obviously, but it required developing products, which were suitable for low income markets.</p> <p>CSO: Okay.</p> <p>P2NCN: Bank Windhoek was the first bank to offer community banking. This means driving into a remote area with a truck, and this truck will have an ATM on it, it will have a desk where people can apply for a loan.</p> <p>CSO: Like a mobile bank?</p> <p>P2NCN: Exactly, it is mobile banking. We were the first bank in Namibia to do mobile banking. I think FNB had it in SA, but in Namibia it was a first. So that was a project of how do you create solutions around problems in your industry, using a unique solution, a unique approach that suit your environment. It does not always have to be something new, but that suit your environment. And then we ask how can we grow the bank as competition, was getting stiffer. I then became involved in the expansion strategy of the Group, working in Botswana, Zambia, whilst</p>	

being based in Windhoek. And what I would be doing was really to leveraging our abilities here in marketing and transferring them to the other operations.

CSO: Oh, okay.

P2NCN: So that is what I have been kind of exposed to, but I also served on various technology committees. I was involved in establishing an IT company in RSA, which was designed to support the skills shortage in Namibia (SHAYEM). So that company..., my role was to help them with the establishment, to help with the business development, business planning, socialising the idea here, communication, the marketing, the branding. So we supported other consultancies in doing that, but I was very involved in that. And that is where I developed this interest in IT innovation from an IT perspective, and then from 2004/2005, the expansion strategy was driven out of a belief that we can replicate things and adopt things we can do here well, other strong competency advantages, and just export them to other countries. And I think a lot of lessons have been learned in that, is that the markets change. So what you think what worked in Namibia, might be behind the curve. You may find that in other countries are actually ahead of the curve that you actually have to adopt to play catch-up. And I think it has a huge impact on innovative thinking and innovative implementation within the CIH Group. So that is my background. Before that I worked for Rössing Uranium.

CSO: I remember that.

P2NCN: And there I would say that the whole innovation thing was more around safety. Safety standards, etc. The narrow implementation was, find a way around a constraint, find a way around a problem, and come up with a cheap and quick implement solutions to address either the safety concern or whatever it is. So that was rather limited, where in the financial services it is more customer behaviour driven. So I think it is a bit more exciting.

CSO: Oh, okay. And for you P2NCN, what does innovation mean?

P2NCN: For me innovation is three different things. It definitely does not mean – let me put it this way. It does not always result in ground breaking never before, not invented here type of outcome. And it is not always just about problem solving, it is almost finding new answers to old problems and it is also about finding new ways of doing things, even though, you know, you are not changing. So sometimes you will think that you are not innovative, so as if to suggest you have to come up with something completely new.

So this is a remote – if you are developing a totally new remote that does not look like this one. It is round and that type of thing.

CSO: Yeah.

P2NCN: That is innovation, but if you take this and say it is too thick, I want to make it thinner, make it shorter to fit in my pocket – that is also innovation.

CSO: Exactly.

P2NCN: If you think that this remote is, that it should actually be lying on the table, it needs to be somewhere else, it needs to be wireless, automated – that would be innovation. So innovation for me can be existing environment, new ways of working or existing environment, different tools to work with or existing environment, new skills sets, new

behaviours or different ways of putting teams together. It could be team related, it could be output or products, it could be processes, it can be technology tools, but it doesn't always have to be new. It might be something that somebody else has used somewhere else, and you bring it and adapt it for your environment. So that is what it is. And I think it is also a way of thinking.

CSO: And what would you say is this way of thinking?

P2NCN: Always asking. I've got one assignment that I have been requested to work on and I can see that it will run into problems. It is a kind of assignment where it is going to challenge the status quo. It is going to say, is what we are doing currently good enough for where we want to go. Is it relevant for the future, does it really make sense, kind of scenario. It does not mean it is bad, it just means is it relevant. So it is the ability to think, what we have been doing is a long time – so let me look over the fence and see what are other people doing in the same scenario, what is the applying in e.g. our approach towards corporate social responsibility. Ah, the kinds of things we support, do they fit in with the current thinking of government, or communities – are we really crossing the chasm and moving over to the other side to see how other institutions in the financial services have dealt with problems of that nature, or exploited opportunities of that nature.

CSO: So are you talking about the nature of benchmarking?

P2NCN: Exactly, scanning the environment and being prepared to actually get something that works very well. Because usually we say if it is not broken, then don't fix it. It is about saying it is not broken now, so don't fix it, but it is not relevant anymore, which is not good enough.

CSO: Yes. So what is your perception of the approach of the Bank towards innovation?

P2NCN: I think there is a crisis of thinking actually here. I think some people are on the innovation agenda, because they think IT is innovation. And other is on the innovation agenda, because they think it is the culture – it is a way of thinking, it is a way of doing things, a way of life. So in one sense when we think of innovation we are trying to address the way to address, to influence the culture so people can become more innovative – the way they think and how they approach problems. And also become more empowered to create solutions in their environment and find their work environment more enriching, because they are allowed to generate new ideas. So that is that piece.

On the other hand we think we are not innovative, because we do not have a lot of technology outputs, whether it is tools, apps or whatever it is. So there are two different schools of thought. And I am not quite sure whether both of them are actually working, because I think we need to agree what it means for us, in the organisation. I do not think we defined that.

CSO: Yes, that is correct.

P2NCN: Because we have not defined it, nobody has given the responsibility to drive it; everybody drives it from their perspective, depending on their mental model and not necessarily from the realities of the organisation, what the organisation can get out of it.

CSO: Exactly. So the organisation will define what the meaning of...

P2NCN: And the scope...

CSO: Innovation is. And that will obviously differ from organisation to

<p>organisation.</p> <p>P2NCN:Yes.</p> <p>CSO: And your perspective on innovation in the financial services industry in Namibia?</p> <p>P2NCN:I think the industry sees innovation as technology – that is the way I see it – that they see innovation as technology. And the reason why I say this, I had the opportunity to be in charge of the group functions at sub stage 4 for about five years during my tenure that I did not mention to you. And we had a process team and that process team was led by Annelie Eksteen to begin with and then she left. We had a couple of other. We could have done a lot of innovative work around process re-engineering, but people did not want to know. All that they heard about process re-engineering is that it cuts out inefficiencies, and eventually it cuts out jobs and leads to automation. And I mean people just didn't like that. So I think the financial services industry struggles with really confronting the problems they really face, with regards to servicing customers. And those problems can be addressed by some innovative thinking around the process design and customer experience design.</p> <p>CSO: That is very interesting.</p> <p>P2NCN:If you don't do that, it means you focus on IT innovation which means another system, another platform and you stop at that and you give the clients an app which does not really work and they don't really work on it, they just park it there.</p> <p>CSO: Not all of us are app driven.</p> <p>P2NCN:Exactly. Whereas these experience you can design around the way clients interact with the Bank. It can be through Skype, helping them to do things for them – that type of thing – the way that forms the design. So there are a lot of things that can be dealt with in that. So I think we probably think this could not have come at a better time, because I think all the banks need to be less cumbersome and less tied into a lot of what I call red tape. Discipline that is what other would call it, but I think we should start thinking about when, when we start designing something, for example, a branch, put the customer in mind. When we say that branch infrastructure is expensive, have we ever thought of using the branch at night for something else, which is happening in America and elsewhere in the world. But we are so, I think comfortable in the whole industry, in the way we have done business all along. And everybody says banking has changed – it has already changed, but we don't seem to embrace it. And I think it is a factor of leadership, it is a fact of leaders being stuck, not feeling comfortable to introduce new ideas. It is a factor of age. It is that the older you were, the less interested you are in all these new things.</p> <p>CSO: Yeah.</p> <p>P2NCN:Thirdly, and the people who bring forth all these ideas, always bring them with IT, which is expensive, and therefore you don't want to be, you know, always be the first in line. And you want to do just enough to get you by.</p> <p>CSO: That is very interesting. So customer centricity for you equals innovation equals customer centricity? And technology is in line with customer expectations?</p> <p>P2NCN:Exactly, exactly, exactly, because when we start talk about customer</p>	
---	--

<p>value proposition you know, it has been so great to be involved in strategy, because things get coined. We are in a theme and we call it a name. And when you go into the literature review, people call the Customer Value Proposition, means a lot more than just simply products: packaging, marketing and branding. It really means understanding the needs of the customers. Discerning, which all those needs are going to be able to be served by the institution – because not all needs will be served effectively and making sure which of those needs you can serve and are you going to be able to make money with. And therefore how you are going to deliver to those needs – without spending a fortune, and cost effective as well. And it is actually how you design your teams and deliver the services with what methods.</p> <p>CSO: Now talking about those teams, because I am specifically interested in that, what role has teams played here in terms of innovation? Because sometimes someone comes with an idea, e.g. a change in innovation and you have to adapt. And usually you put a team together to do the implementation of that innovation.</p> <p>P2NCN:Yes.</p> <p>CSO: What role did that team play here?</p> <p>P2NCN:I think until recently most of our teams have been functional teams. So, and most of the ideas have been driven from a functional perspective. So, I think in the last five years, this is what I have experienced coming out of a strategy session, I found that things don't get packed: this go to the marketing function, this one goes to finance, and that actually, themes have been developed to force the cross functional approach to implementation. But what happens then in those teams, is that you might find that, for example, the customer value proposition team, has got business, which is you know, hard core retail banking, it's got corporate and private banking, asset management, marketing, HR, IT kind of skills. It is only recently, say in the last 3 or 4 years that we started, actually, to put those teams together in that manner. But until then, we use to say, this is a marketing issue and it goes to them.</p> <p>CSO: It was very... One disciplinary team?</p> <p>P2NCN:Yes, multi-disciplinary and sometimes also in terms of levels, the skill set is also mixed.</p> <p>CSO: That is interesting.</p> <p>P2NCN: So sometimes instead of having all the EMT members that represent the multi-disciplines, you have other people in the organisation that may be specialists, planted into the team to do with the technical specialisation that they need.</p> <p>CSO: And how effective are these teams or have they had been?</p> <p>P2NCN:Look, I think the jury is still out, one of the key deliverables for the next three years will be the customer value proposition. And I am already seeing that there is some fragmentation, but I believe the fragmentation is around the leadership within the team. It is the leaders that create that lack of cohesion. If they themselves are not fully collaborative in terms of how they bring the teams together – now because I am not a specialist in any of the disciplines that I worked in, I always worked in a very collaborative environment and I have always tried to bring the best of breed to any project that I have worked on. Whether it is consultants, whether it is internal people and to allow the team to be on the same</p>	
---	--

<p>level of understanding of whatever it is that we try to gain. It takes time, and sometimes people find it frustrating and think; why don't I just take ownership of that. But for me it builds the cohesion, it builds the understanding and it makes the implementation easier, because there is collaboration.</p> <p>CSO: So there is collaboration as the example set by the leader?</p> <p>P2NCN: Yes, the leader has to be very collaborative, the leader has to be the one to say, I haven't heard from so and so – we have tried to solve this problem and we need your inputs, can you give it some of your time? Or to allow the leader to go into another team and pick specialists that may not necessarily be at EMT level to come and be part of it.</p> <p>CSO: Yes.</p> <p>P2NCN: What has actually forced that, a lot has also been the Lead Programme and the Academy. Because the Academy and the Lead Programme have put people together from different disciplines – and given them assignments which are work-related and actually put them back in delivering solutions. Now if those guys are allowed to come into teams, they will influence the way the team thinks.</p> <p>CSO: Yes.</p> <p>P2NCN: And how the teams work together. So I think it is not broken, it is still not encouraged and a lot still feel uncomfortable. Because you lose something when you work in a team, they can't claim credit for everything.</p> <p>CSO: It is not an individualistic output.</p> <p>P2NCN: Exactly and it is the individual output that some people love to have, especially in the banking sector, because that is how you rise out to the top, then you would not be able to survive in that type of environment.</p> <p>CSO: Now, the way we describe teams in the context of innovation is, that it is just-in-time teams.</p> <p>P2NCN: Exactly.</p> <p>CSO: And that they don't have long term duration. You put them together to do something and they disappear. Now if you can give advice to the Chairman here on how to put such teams together, at whichever level, what do you think should be taken cognisance of as selection criteria for these teams?</p> <p>P2NCN: I think two things. First of all you probably need to think a little bit about the task at hand – what exactly is the task requiring? Are we solving a problem or exploring an opportunity, because those are different work streams. If you are solving a problem, and the complexity of the problem, you might think like it is predominantly a technical problem, but you want to emerge them with people who are more on the softer side. Just to try to make sure that there is someone who asks the "stupid" questions, that are not technical; who sees, but how will the staff implement this, how will this work, what impact will it have on the customers. Because sometimes technical people don't think it is difficult by solving a problem. They think by technical standards, for example if it is IT that covers that particular area – you need a platform. But they sometimes forget to ask, but for whom am I building this platform, why am I building this, what value will it add, what will it cost? So you want to add to the team, someone from finance, maybe HR, or learning and development who usually gets called in when costs are high. Even they then don't understand what is that which is changing.</p>	
---	--

Secondly, I think that we need to make sure that the teams go through some of change orientation, to understand that even though you maybe, are a technical person you are going to create a new platform, where there is an existing platform. That you yourself have a clear understanding of what that change is going to be. Because if you don't have that, maybe you want to emerge a change manager who does not understand the technical complexity to actually come and design a change programme. That change programme must be co-created by the people that understand what is changing in a technical space. So that is for solving technical problems.

CSO: Yes.

P2NCN: The same if HR is solving a problem with policy, then they don't solve it within their discipline alone: they actually look at the impact on the business, which means that they have to invite in non-HR people, people who work in the business that are just going to look at this from their narrow view. And then we initiate a discussion. So my advice would be, first of all to make sure you separate the type of innovation opportunity that you have and you try and say; okay, who do I need in that team for a technical perspective, but what is the impact going to be and who else will be best representing these impacts? So I think that is the way.

CSO: Yes.

P2NCN: So that right at the beginning the technical people understand impact from an organisational perspective and non-technical people understand the impact.

CSO: And any specific behaviours or outlooks that you will look for?

P2NCN: Okay. I think you want people who are prepared to work for a common goal, the people who are less concerned about scoring points at an individual level, therefore you want to be able to put reward systems in place that actually reward the team for the success that they have, rather than just reward the individuals. If anyone wants to add something, they add it around their specific responsibilities within the team, through a 360°. Technically I have done what I was supposed to do, but the team also gives you feedback i.t.o. how you have helped the team operate. And then rest of it, maybe you say, 20% must go to the individual and 80% to the team working together. So that is the only way you can build a culture of, let's get together, let's get a task for the benefit of the organisation, as opposed to what does that mean for my career, all the time. And I have seen – I have encouraged a lot of people to say, pick up these special projects that seem to threaten you, of your comfort zone, you won't crawl – have an opportunity to do something different.

CSO: So people with a bit of a risk appetite?

P2NCN: Exactly, for taking on something, learning from it, knowing that they don't know it all and therefore have to rely on other people. Therefore you put yourself out there to succeed or fail.

CSO: Yes, to make yourself vulnerable and extent...

P2NCN: Exactly, and then to see how you depend on other people and you learn from other people who are also learning and who know you are learning, they tend to give you the benefit of the doubt.

CSO: Absolutely.

P2NCN: So that is what I think needs to happen. And that means that careers

become different. You don't necessarily need to be tied up to a functional career, because within that development you might find that people were specialists. I use the example of Claire – who went and emerged herself into EVP. You might actually find that you have ignited a skill or development area, which could turn into a very good Change Manager or a HR person or specialist, simply because she has been exposed to a totally different way of thinking.

CSO: From which department is she?

P2NCN: She is a Treasurer, and after she went through the Lead Programme, we were looking for somebody from business to drive the EVP, otherwise it gets driven from HR and that has its own implications, and she offered.

CSO: That is very interesting...

P2NCN: Exactly. So she has actually created herself some opportunities. So whether she actually stays here or goes somewhere else, whether she gets into a big treasury organisation or big financial organisation, where you will be leading specialists, she will be rounded, thinking about people, behaviours and how people get motivated. So that is one example that is recent that I think that it shows that it can be done. And the previous CEO who was here wanted to do that, but not in the same context of the EVP. He was thinking of moving EMT members around, out of their comfort zones, and put them somewhere else, but you can do it with a few, but not all. The financial services industry is not a very attractive industry for young people – so people come into the centre stream and if they are young and if they want to go somewhere else, they escape.

CSO: Why would you say that is so?

P2NCN: Because I think it is projected as very administrative, even a lot of red tape and people don't think they can be really being innovative here.

CSO: Do you think you need the younger generation in order to be more innovative?

P2NCN: I do not think it is an age issue – you need a more innovative and young generation thinking.

CSO: And what is that innovation and young generation thinking?

P2NCN: I think it is about saying that the future market almost is going to be different. So whatever I am building now needs to be taken into account that all the needs in the market or whatever I am developing now - will my children think and the young people – a lot of people have children – they think differently about their children being customers and how they treat kids in the Bank. The industry has seen with the appointment of the new MD, new thinking, but now remembers, inside the organisation is a different dynamic. So that is how I think; when you talk about younger generational thinking it is not just about age, and then when you work in a team of younger people your role is actually to encourage them to come up with those ideas, and to structure them in such a way that they are acceptable to be evaluated.

CSO: That is brilliant.

P2NCN: So you don't stop them. You allow them, but you challenge them to actually commit to the ideas, because sometimes young people are the ones, I have worked with, they put an idea in, they criticise something, but they are not prepared to put in the time to actually develop it properly. That is when you actually say, fine I hear – you go and research

<p>and put together a business case – if this was your business, how would you want to do that?</p> <p>CSO: Interesting. And P2NCN, if you look back over these many years, how successful would you say they have been in putting these teams together for implementation projects?</p> <p>P2NCN: I think that is our biggest challenge. We do not implement very well. And I think there are two things – we spend a lot of time planning, which is good, but I think sometimes we over-plan for everything. And then we go to a point where you live, but in choosing how to live with a project – there are two concepts you pick up: waterfall or agile – in other words, do you just do it or do you move to it, or something like that. Now I think we do not spend enough time to think; what is the impact of this project that we are implementing. So we take it bit by bit or should we go one step...</p> <p>CSO: So the goal is not clear.</p> <p>P2NCN: The goal is not clear – the pace of change is never clear at the beginning, because sometimes you may have, for example, a project that you are waiting for, because there is a risk requirement, but even then you think very carefully about it. If your goal is to do it the shortest possible time, then you have to remove the teams from their current work, put them into a room and implement a project and move on. But you can't say, this is regulatory, it must happen yesterday, and give them work to do during the day and then expect them to deliver. So, I think the teams haven't been well selected, because the pace of change we are going to accommodate has not been clarified upfront. Ah, the other issue is that we also put teams together to run with people based on their functional hierarchy. So you pick a person and you say; so and so should actually drive the project, because you are the Head of Retail. He has so many other things to do and will be measured on other things, not necessarily on this project, and he becomes figure head, but the work actually doesn't get done. Not because he can't, because he probably is not the most capable person to do the work, he is already far removed from the development. So, structuring the teams, I think, we should be structuring them, vertically and horizontally. And it shouldn't necessarily mean that the person, who is the head of something, should be the team leader.</p> <p>CSO: Yes.</p> <p>P2NCN: Now that goes against the grain (laughter). But this is the only way this organisation can reinvent itself. I am sure we are not the only one and it is other banks as well.</p> <p>CSO: P2NCN, if you think of a team, and you seem to have some examples, let's talk about the team dynamics with the listing of the bank. And if you can think of a team that was really effective in what they did, with implementation, what did you observe there.</p> <p>P2NCN: The leadership was given to someone who was not – it was given to somebody that had a lot to prove. He was not known to run projects – more in a project management environment. He was also not a person with a lot of appetite for red tape. He was not a hierarchical person, he was a networker and did not use his authority from a rank perspective.</p> <p>CSO: So he had more personal influence than using his...</p> <p>P2NCN: Exactly, exactly. And since he did not have a position of authority – he was executive assistant for the executives – all he had was social capital</p>	
---	--

<p>networking. He and – that worked. All of us were reporting to him, including Executive Directors. He was the Project Manager and things worked very well. I enjoyed working with him and yet I was taking instructions from him.</p> <p>CSO: And the team?</p> <p>P2NCN:The team – people were just so happy to work with him, because he was the project leader for the whole listing.</p> <p>CSO: Interesting. So would you say that irrespective of the outlook of people, emotional and personality or behavioural tendencies that, that does not play a role but that the leader can bring out the wrong behaviours?</p> <p>P2NCN:The leaders' style and leaders' orientation can bring out the right behaviours – I feel that is what happened there. He had a brief, he knew what to do, he was learning, but he had that kind of personality that he would ask – he would come, say, I do not know this work, what do you think about it. He would draw on the team where he had gaps, and did not use the authority of his boss to get people to do things. He didn't say: Johan said this and he worked with people in a way to say, can we find – what can we do with this, go to HR, and negotiate. People were prepared to put stuff on the table, they were not threatened. And he did not reject anything. It was interesting. One thing though, we did not do a case study, because he is not a huge documenter. So people who look for history, and templates and stuff like this, leave saying that was not very successful – we did not create that, but we got the listing on time.</p> <p>CSO: And it seems that the end goal was achieved and it is up to the leader and teams...</p> <p>P2NCN:True, true, true, - everybody knew what to do, obviously we had a steering committee, but he draw the agenda up to the end. So that was one. The other one was a long time ago which was Technovision, when the Bank changed from the core banking system – that was a technical project. It was driven with a very strong focus right from the top, because of the risks that were involved, the money that could be lost, etc., etc. And I think that worked extremely well, because people were removed from their day to day jobs, and put into a project for eight months, without knowing where they are going to end up after the project was finished.</p> <p>CSO: But what made it successful...</p> <p>P2NCN:People were assured that they would be accommodated, assurance about risk...</p> <p>CSO: So their sense of security was not affected?</p> <p>P2NCN:Yes, but two other things. The top two people driving the project, was so focused on it. One was the MD and he was in the room in every single work stream. It was this "I am going here or there, etc.: It was in the room all the time – Andre Barnard, and he was the operations manager. So the discipline of getting things done, documenting the discipline of getting things – and the discipline of actually, "I am the MD, the buck stops here and therefore I am going to be in the room when things get discussed." So you have direction, you did not hear it, via, via – he knew what was going on. Once he has given the direction you could run in your own streams, and go and do your stuff and when problems arose. Johan was there and fixed customer, clients' statement, understanding the problem and he was deep in that – now that is his style for when things are not going well – that you go in and don't sit at the top (laugh).</p>	
---	--

CSO: And the dynamics of the team P2NCN – surely...

P2NCN: That was a much bigger team and – for the dynamics, there were issues, there were for example, they had a lot of consultants from outside. And I think that affected the dynamics to a certain extent. I joined when the team was already established. So, I was more involved in the communications side and the celebration of the launch of the system. But actually I still think people still refer to that as an example of success. And they use it as an example of how things were done better to implement an IT project that was huge and it had more resources than we are currently have and doing. We seem not to have the success in delivering the IT projects.

CSO: I am sure that there must have been conflict and...

P2NCN: Oh yes, there were, but they resolved it, and if I am the MD and conflict is on the table and then I will go to the individuals involved and resolve it. So I think there was a lot of that. But I think it was new for a lot of the Bank Windhoek people – I think they were very proud and the manner in which they were recruited – they were invited to serve on this and had letters and those types of things P2NCN. You were invited to serve on this, and “glad you accepted”.

CSO: So it was not on a voluntary basis?

P2NCN: No, no, no. They were nominated, but they formally, actually confirmed to have been, you know, you have either been nominated or called to the project. So it was a moment of pride. There was a lot of pride built into it and a lot of celebration. We did a lot of celebrations: road shows, we had a party. Of course after the implementation the first round, we started dropping off in terms of focus. So there were a lot of issues, today’s issues that come from that project that we were supposed to deal with, that lead to issues that never got addressed, because the team that was implementing got stuck in problem-solving post implementation. And there was no other team picking up the day-to-day issues to develop it. And that is something we should think about, it is that maybe you have two teams: one team implements, but all the issues that you have put on the parking lot should be picked up by another team and driven through the operation.

CSO: Oh, okay. But I am sure you can also think of...

P2NCN: Then there was communication, for example, like for example when we established Shajem, the communication was good, everything was good, but the vibes in the organisation were not good.

CSO: From a culture point of view?

P2NCN: Yes.

CSO: In which way P2NCN?

P2NCN: South Africans coming in here and it was driven, mainly by a South African team. Ah, the Namibians just didn’t like that, but I think what bothered them was their way of working. For example, these guys came from a consulting background, timesheets and that kind of stuff. Our boys were wanted to come here in to the office and enjoyed themselves and not fill in timesheets and be paid a salary. So that was a problem – I don’t think that all the leadership agreed at the top, they disagreed with outsourcing the IT services of the company. So there was some behaviour undermining the process.

CSO: Such as?

P2NCN: Ah, for example, just sitting in a meeting and saying something like “It

is not my problem – it is Group IT” – it has been outsourced or resisting being in a meeting and agreeing to something, but when it gets implementing they actually take a different take on it and or you create a blockage in the way, putting something in the way. And say, I do not understand it that way. Although agreement has been reached, you kind of introduce red herrings, and then we all get distracted by the red herrings and then we are losing focus.

CSO: Exactly, I have seen that happen

P2NCN: So people, instead of actually focusing on, we had agreement on this, we had come this far because we had agreed on this and that, people throw in red herrings. So he is not saying we shouldn't do it, but he just said that we didn't consider this and that, but they should have articulated that consideration quite upfront. So that created some problems and the fact that, flying in from Jo'burg – there was a cultural issue there. But now we have done an almost exact similar thing. And we still have problems, but these are now different problems. So was the problem with the culture and the team that was trying to implement? Who or where was the problem? The internal people who are resisting change.

CSO: Very interesting.

P2NCN: Because we got a resource centre – we don't call it a company from Jo'burg. We got lots of expats there and they fly in and out, and come and help us with our projects, which are not delivered as fast as they should. In fact there are issues there and a loss of credibility.

CSO: Can I ask why do our Namibian people, I know I can't generalise, but why are they so resistant toward change?

P2NCN: I actually had a lot of discussion during the last few days – I am going to help a Namibian company – a business process outsource company. And they have lost many of their Country Managers from resignations or whatever. But they are struggling to get into this market with a particular program, which is wellness. The Wellness Program that they are selling in Namibia is being used by all the big corporates in SA, but it is not only wellness in terms of health – but helping employees to deal with their personal issues, - so there is a concierge service. And they have been wondering why people didn't implement this or take it up. So someone said they like to get out of their offices and do their private things – and they don't need this service to come and mess up with that. Secondly, I do not think it is that they resist change, they are kind of very protecting of their individual space.

CSO: So a bit of ethnocentricity?

P2NCN: Yes of a big nature and that may be a thing of the past and they become very insular, and I experience it even with very senior politicians. They – you know it slips out sometimes – what do these foreigners bring. Why should we do it, what do they know – it will always be there, but in the organisation then you need to design your change intervention so your motivation for bringing other people are very clear. So you make sure that there is absolutely no doubt that this is something that requires a specialised skill.

CSO: P2NCN, I am also sure that you have been exposed to teams that just cannot get anything done.

P2NCN: Yes.

CSO: And it can be the implementation as you rightly said. What have you

<p>observed in such teams, why are they ineffective?</p> <p>P2NCN:I think... I think sometimes the teams were – and where I have experienced it with two projects, where I found that the leader was so strong – the leader was working with the consultant, and that is usually so with good consultants – they come and sell the change or the idea or the opportunity. And the leader plays along. And the team watches the leader. The consultants exit and the leader say I actually don't agree with the suggestions which were made, or it is implemented in a way which is contradictory so they confuse the team. So team loses interest. Because some team members might have been very excited about what was proposed, but if the leader starts changing the game, you lose people's motivation. Because maybe the idea that they thought would make it exciting as a project is no longer going to be implemented. And I think that is what happened with our HR operating model. We lost the plot there. I don't think, to be fair, when you choose a consultant the team that may be working with that consultant should all be involved. They should be hearing what these people have to say why they are the best suited people, why they are experts, they should be interrogated so that these guys know what it takes. But the leader in that role and maybe the leader is not supposed to be the most knowledgeable, but in this particular instance I want some objectivity and some independence. So you need to work a little bit harder at that level of acceptance before you engage. Because otherwise they are going to say I can't do the job and that is why I am bringing in the consultant (laughter).</p> <p>CSO: What I hear you say is that whether it is a successful or unsuccessful team as measured against output – it is more so much the leader than the actual people...</p> <p>P2NCN:It is the leader and the actual people, because if you are the leader – it is both – the leader chooses who will be on the project. The leader decides on the consequences, the leader decides on the standards of performance, and the leader must be seen as – they need to be in there. Another one is IT – the project which has given us a lot of headaches will be implemented after three years overrun – I feel that the leadership just didn't show their hands...</p> <p>CSO: They did not become involved?</p> <p>P2NCN:Yes, they would say it was somebody else's fault, they didn't want to listen to me that is why everything goes wrong. At the end of the day I am saying if the project didn't work, doesn't matter what has happened, you need to make sure you roll your sleeves and get it done.</p> <p>CSO: So the leader...</p> <p>P2NCN:The leader plays a very important role and then what people say is obviously the team plays a role, but you can't always be firing the team and because eventually you are the one choosing them, you are putting them in place. Take for example the digital space. We had employed somebody to come and run our digital division. Six months out, he was gone. He left us and went to another bank. And I am thinking, everybody says, yeah he was very difficult to manage, but then why did we recruit him in the first place? Surely we should have picked that up through a thorough recruitment process. So, leadership abdicates once the person is in the organisation and becomes a problem. And leadership does not think about, how am I going to manage this person, he is bright, ambitious, sometimes difficult – so if I recruit him I know</p>	
---	--

<p>that my style is going to change. So there is no point – we failed him. We failed him – he might have awkwardness, but we should have picked it up. So if you are a functional head, or specialist in marketing, it does not always mean that you are the one that should run the project or the dynamics will work differently if you have a leader that has too much skin – but he is a good people manager in the sense that he has outcome.</p> <p>CSO: You have touched on a couple already, but what would you say are the biggest stumbling blocks in this organisation for achieving your innovation projects.</p> <p>P2NCN: The organisational design is very hierarchical, very rigid, our job descriptions are written in such a way that it is very difficult to move people around, grading of jobs – there are too many things that stop a person from putting up his hand to go and work in a team on innovation for six or eight months.</p> <p>CSO: So they are not allowed space to do that?</p> <p>P2NCN: No, because if you put your hand up you go into the other team and somebody says, but what grade are you, we can't pay for it, there is no budget for it. So organisational design, rankings, incentives, career path planning, what happens to me when I come back.</p> <p>CSO: So is it not there?</p> <p>P2NCN: It is probably there, but it does not support innovation – innovation teams.</p> <p>CSO: So, your HR systems must support innovation efforts and approach. But in all fairness, if your efforts and approach has not been defined...</p> <p>P2NCN: Yes. How can HR then design systems? So the moment you say you want innovation to be a key competence for the organisation, or key capability, then you should have had a discussion about what should change.</p> <p>CSO: A major stumbling block is the definition of innovation...</p> <p>P2NCN: Yes and why. You will pick up two schools of thought. One would say we don't want to be the leading or bleeding edge of innovation. And you find others saying you know what, I keep on innovating, they don't solve problems on their own, and they are order takers and not order creators. And you get that view and you then see the reason why we can't develop IT solutions, we don't have developers, people who have got a cutting edge in thinking solutions. So I think within ourselves we are not sure.</p> <p>CSO: And other stumbling blocks?</p> <p>P2NCN: I probably think the – creating and getting innovative teams to work with, can be costly, and therefore we need to be very sure what the benefits are going to be. So there is always going to be an issue around costs. And being the Bank that we are, we are always cautious about money and how much you can spend.</p> <p>CSO: Exactly.</p> <p>P2NCN: And because we are not very strong on implementation we don't implement quickly. Our decision to implement – that is another thing we should look at. The decision making process thing is a bit cumbersome. It takes too long to take decisions to get things done. And because of that, if you want to get approval for a project, it can take you up to six months – and we waste a lot of money just going through the process of presenting and debating and that type of thing. That means that a</p>	
--	--

project will overrun by expenses which have not been budgeted – dead costs. So we must create forums if you want to be innovative and you want to be implement it, the teams have only so much time, it means you must move fast. You must be careful, you must do more thinking, but it does not mean you should complicate it by putting in layers, and layers of admin.

CSO: Exactly, exactly.

P2NCN: And I think that is a challenge at the moment. So people say, we have good ideas, but it takes 8 months to implement, so they lose interest. So I think the lack of a clear definition what it means to us – innovation. What will it mean for us, what is the scope of it, where do we want to use it most, what type of environment we need to create – I think that this discussion has not been given sufficient time, and yet we have a strategic innovative theme and appointed a body is floating around up to now, and now moved into the digital space. And so, then it becomes a flush in the pan, a fad, because we have not really applied our minds to understand it.

CSO: So if the Chairman comes to you and say, P2NCN give us a five-point plan on how we can improve. Can you give me five priorities you think that this institution can do to improve on innovation, to drive innovation as a strategic intent, what would that be?

P2NCN: Okay. Get at Board level a common orientation, a common understanding of what it means. First of all, do it from the top down so that everybody is on the same page. Spend a bit of time on your leadership, especially your leadership competencies, your leadership performance, KPI's and ensure it is embedded there – that one of the things they are going to be measured against, is driving innovation in the organisation, supporting it – they may not necessarily be in the teams, but they are thinking the same way. Then, take one or two projects that are not yet in implementation phase, and test the idea of the teams. People like to see the results before they commit. Do it different from the way we have done it before, but rather do a template or pilot of some sort with one project that is relevant and high priority and is not something that is may be, maybe not, and test the concept of putting together with the leader, the team, giving them the task to do the implementation and you may even separate them from the guys who do the conceptualisation as a separate team. But take a project that is identified, important, there is funding for it, so all things being equal and tested.

CSO: That is brilliant.

P2NCN: The language in the organisation must be the same. I think...

CSO: With reference to innovation?

P2NCN: Yes that we have a common understanding of what it means for us and what it does not mean for us. So people don't pick up and say, this is what so and so were saying. People use symbols here – the minute they hear something, even if it is out of context, they say it is not important enough.

CSO: And any recommendation on the team?

P2NCN: Okay, okay. One more thing when you are testing this common understanding, make sure you do it amongst your different strata, getting yourself inputs. For example for your bottom people, what do they understand, you middle, supervisors – when you want to shift the

understanding towards what leadership has defined you want to know what the count is going to be. The team composition – I would say we now have the way of selecting – some work that HR has done – they are going to do what they call competency mapping and skills mapping on the whole organisation, which has which skills – so that data should be available to enable you to see what is the mix – the best mix of people that can work in a team, but that is an area that requires a bit of design, because I think it is now used for something completely different for operational management, job descriptions and organograms. But if you want to think that success can be determined by the personalities and competencies that the people have, behaviours they want to look at and define it.

CSO: Would you say people in successful teams have a specific emotional outlook?

P2NCN: I think grid – means perseverance, staying the course, not the brightest or cleverest and they may not have doctorates, but they just have this sheer determination to succeed. I think I have seen this. Ah, and also high levels of patience, being able to be able to ride the tide, to be able to walk with the setbacks in the team and still picks up. And that comes through leadership who can say, let's pick up and move forward. And I also think clarity of purpose – when teams also know why they do it; less about, but the "why" that motivates the people. So what if we do this and get to the other end, how would life look at "why does it matter"? I think the "why" is the "grid" and sheer tenacity and determination. I think that is the things I have seen and when they get to the outcome, they all have good stories to tell and it is the joint ownership of the outcome. So there is no knocking and – so everybody feels that they have done this and that is the one thing, experience that they had.

CSO: Interesting. A last thing, your perspective as to whether Africa can provide solutions to its own problems.

P2NCN: I think i.t.o. innovation – I think Africa can find its own solutions. I think the issue is we are not focusing our education, our skills development on solving problems. I do not think our children have been trained enough on problem-solving or exploiting opportunities, creating things, and because of that we turn to others. An intuitive culture, interrogating things – asking "why"...

CSO: The enquiring mind.

P2NCN: Yes. So those who are coming now back to Africa to apply that enquiring mind – Africans who grew up overseas are highly marketable. In Nigeria people have studied all over. And I think we have to do a lot more – maybe our learning and development bursaries – sponsor people to go overseas, instead of letting them sit at UNAM, or Poly or send them to SA. There are some disciplines that you send groups to different universities. I have suggested it, but I don't know whether they will take it further. We can even approach embassies to look for students where we want cutting edge thinking.

CSO: Thank you P2NCN, that's that.

P2NCN: One last thing, try cross generational teams. Like a senior leader with millennials and baby boomers. And you got a team like that to run a team and say, but the conceptualisation done by young people. Everyone has a contribution to make it, it is really just changing the

<p>dynamics, so that older people know it is okay that a younger person is in charge and to take a back seat. You bring to the party your wisdom and to shape ideas.</p> <p>CSO: When I give feedback also ensure you are included – remind Thinus. Thank you for coming in and the great insights.</p> <p>P2NCN:It is interesting and good luck.</p>	
---	--

Annexure L₁: Certificates of Proof of Attendance of Accreditation of Courses

COLLABORATIVE GROWTH LLC

Certificate of Completion

This certificate acknowledges that

**Christina
Swart-Opperman**

Successfully completed the following certification training

**TEAM EMOTIONAL AND SOCIAL
INTELLIGENCE SURVEY (TESI®)**

May 23, 2015

Marcia M. Hughes, JD, M.A.
James Terrell

President
Vice President

Collaborative Growth, L.L.C.
Collaborative Growth, L.L.C.

Annexure L₂

jvr academy

certificate of accreditation

This certificate acknowledges that

successfully completed the following accreditation training:

on



DATE

JOHANNESBURG OFFICE

13 hunter avenue : fernside : randburg : 2194
p.o. box 2560 : gatengwe : 2121 : johannesburg : south africa
t27 11 781 3705/6/7 (tel) : +27 11 765 3705 (fax)
academy@jvr.co.za (email)

CAPE TOWN OFFICE

8 floor : imperial bank terraces : tyger waterfront : can crane-drive : beddille
p.o. box 5538 : hypervalley : 7535 : cape town : south africa
+27 861 338 016 (toll) : +27 861 004 225 (fax)
capetown@jvr.co.za (email)

www.jvracademy.co.za

Annexure M: Permission Letter: Davidson & Begley (2012)

P/REF-00342

Dr Christina Swart-Opperman
P O Box 1514
Windhoek
Namibia

16th April 2014

Dear Dr Christina Swart-Opperman

RE: The Emotional Life of Your Brain: How its Unique Patterns Affect the Way You Think, Feel and Life and How you Can Change Them ('Our Work') by Richard J. Davidson Ph.D with Sharon Begley ('Our Author')

Thank you for your email of 2nd April 2014 requesting permission to reproduce an extract from the above title in your thesis for your PHD in RSA ('Your Thesis').

Subject to the conditions of this letter, this is confirmation that we hereby grant permission to reproduce Chapter 3 (pages 44-65) which is a questionnaire on assessing emotional style (the 'Extract') free of charge for use in Your Thesis.

The permission requested is granted free of charge only on the following conditions and your use indicates your acceptance of these conditions. If you cannot comply with one or more of these conditions this permission is invalid.

1. It is understood that this permission is for once only non-exclusive English language use of the Extract in Your Thesis throughout the world excluding the United States of America, its territories and dependencies, the Philippine Republic and Canada in print format.
2. Your Thesis will not be for sale.
3. You will include the following in your thesis:

Extracted from The Emotional Life of Your Brain: How its Unique Patterns Affect the Way You Think, Feel and Life and How you Can Change Them by Richard J. Davidson Ph.D with Sharon Begley
Published by Hodder and Stoughton Limited by permission of Hudson Street Press, a member of Penguin Group (USA), Inc.
Copyright © Richard J. Davidson, Ph.D. and Sharon Begley 2012 and reproduced by permission of Hodder and Stoughton Limited

4. This permission does not include the use of any other material from Our Work.
5. No alterations to the Extract as published by us may be made without our prior written approval nor may it be used in any context or in any way which will distort or alter the original intention and meaning. If requested, you will supply Your Thesis for approval before the Extract can be published in it.
6. If we ask you to do so, you will supply us without charge with one finished copy of Your Thesis for Our Author (or if Our Author is more than one person, one for each person).
7. This permission will be cancelled without further notice should you fail to fulfil any of the conditions of this licence.

NB – You should keep a copy of the permission form you completed and this letter, as we do not retain copies of permissions granted free of charge.

Yours sincerely,



Carine McGinnity

Annexure M₂: Questionnaire: Assessing Your Emotional Style

Name: _____ **Surname:** _____

Company: _____ **Sex:** Male / Female

Job Title: _____ **Date of Birth:** _____

Group: A ☐ B ☐

Please cross either the True Box or False Box for the following statements. There are no right or wrong answers. Score your first reaction and not how you think you should behave.

A. Resilience				
1.	If I have a minor disagreement with a close friend or spouse – closer to “No, it’s <i>your</i> turn to do the dishes” <i>than</i> “ <i>You cheated on me?! </i> ”- it typically leaves me out of sorts for hours or longer.	True	<input type="checkbox"/>	False
2.	If another driver uses the shoulder to zoom up to the front of a long line with traffic waiting to merge, I am likely to shake it off easily, rather than fume about it for a long time.	True	<input type="checkbox"/>	False
3.	When I experienced profound grief, such as the death of someone close to me, it has interfered with my ability to function for many months.	True	<input type="checkbox"/>	False
4.	If I make a mistake at work and get reprimanded for it, I can shrug it off and take it as a learning experience.	True	<input type="checkbox"/>	False
5.	If I try a new restaurant and find that the food is awful and the service snooty, it ruins my whole evening.	True	<input type="checkbox"/>	False
6.	If I’m stuck in traffic because of an accident up ahead, when I pass the bottleneck I typically floor it to vent my frustration but still seethe inside.	True	<input type="checkbox"/>	False
7.	If my home’s water heater breaks, it does not affect my mood very much, since I know I can just call a plumber and get it fixed.	True	<input type="checkbox"/>	False
8.	If I meet a wonderful man/woman and ask if he/she would like to get together again, being told ‘no typically puts me in a bad mood for hours or even days.	True	<input type="checkbox"/>	False
9.	If I am being considered for an important professional award or promotion and it goes to someone I consider less qualified, I can usually move on quickly.	True	<input type="checkbox"/>	False
10.	At a party, if I’m having a conversation with an interesting stranger and get completely tongue-tied when he/she asks me about myself, I tend to replay the conversation – this time including what I <i>should</i> have said – for hours or even days afterward.	True	<input type="checkbox"/>	False
B. Outlook				
1.	When I am invited to meet new people I look forward to it, thinking they might become my friends, rather than seeing it as a chore, figuring these people will never be worth knowing.	True	<input type="checkbox"/>	False

2.	When evaluating a co-worker, I focus on details about which areas he needs to improve rather than on his positive overall performance.	True		False	
3.	I believe the next ten years will be better for me than the last ten.	True		False	
4.	Faced with the possibility of moving to a new city, I regard it as a frightening step into the unknown.	True		False	
5.	When something small but unexpected and positive happens to me in the morning – for example, having a great conversation with a stranger – the positive mood fades within minutes.	True		False	
6.	When I go to a party and I'm having a good time at the outset, the positive feeling tends to last for the entire evening.	True		False	
7.	I find that beautiful scenes such as a gorgeous sunset quickly wear off and I get bored easily.	True		False	
8.	When I wake up in the morning I can think of a pleasant activity that I've planned, and the thought puts me in a good mood that lasts the entire day.	True		False	
9.	When I go to a museum or attend a concert, the first few minutes are really enjoyable, but it doesn't last.	True		False	
10.	I often feel that on busy days I can keep going from one event to the next without getting tired.	True		False	
C. Social Intuition					
1.	When I'm talking with people, I often notice subtle social cues about their emotions – discomfort, say, or anger – before they acknowledge those feelings in themselves.	True		False	
2.	I often find myself noting facial expressions and body language.	True		False	
3.	I find it does not really matter if I talk with people on the phone or in person, since I rarely get any additional information from seeing whom I'm speaking with.	True		False	
4.	I often feel as though I know more about people's true feelings than they do themselves.	True		False	
5.	I am often taken by surprise when someone I'm talking with gets angry or upset at something I said for no apparent reason.	True		False	
6.	At a restaurant, I prefer to sit next to someone I'm speaking with so I don't have to see his or her full face.	True		False	
7.	I often find myself responding to another person's discomfort or distress on the basis of an intuitive feel rather than an explicit discussion.	True		False	
8.	When I am in public places with time to kill, I like to observe people around me.	True		False	
9.	I find it uncomfortable when someone I barely know looks directly into my eyes during a conversation.	True		False	
10.	I can often tell when something is bothering another person just by looking at him or her.	True		False	
D. Self-Awareness					
1.	Often, when someone asks me why I am so angry or sad, I respond (or think to myself), "But I'm not!"	True		False	

2.	When those closest to me ask why I treated someone brusquely or meanly, I often disagree that I did any such thing.	True		False	
3.	I frequently – more than a couple of times a month – find that my heart is racing or my pulse is pounding, and I have no idea why.	True		False	
4.	When I observe someone in pain, I feel the pain myself both emotionally and physically.	True		False	
5.	I am usually sure enough about how I am feeling that I can put my emotions into words.	True		False	
6.	I sometimes notice aches and pains and have no idea where they came from.	True		False	
7.	I like to spend time being quiet and relaxed just feeling what is going on inside me.	True		False	
8.	I believe I very much inhabit my body and feel at home and comfortable with my body.	True		False	
9.	I am strongly oriented to the external world and rarely take note of what's happening in my body.	True		False	
10.	When I exercise, I am very sensitive to the changes it produces in my body.	True		False	
E. Sensitivity to Context					
1.	I have been told by someone close to me that I am unusually sensitive to other people's feelings.	True		False	
2.	I have occasionally been told that I behaved in a socially inappropriate way, which surprised me.	True		False	
3.	I have sometimes suffered a setback at work or had a falling-out with a friend because I was too chummy with a superior or too jovial when a good friend was distraught.	True		False	
4.	When I speak with people, they sometimes move back to increase the distance between us.	True		False	
5.	I often find myself censoring what I was about to say because I've sensed something in the situation that would make it inappropriate (e.g. before I respond to, "Honey, do these jeans make me look fat?").	True		False	
6.	When I am in a public setting like a restaurant, I am especially aware of modulating how loudly I speak.	True		False	
7.	I have frequently been reminded when in public to avoid mentioning the names of people who might be around.	True		False	
8.	I am almost always aware of whether I have been someplace before, even if it is a highway that I last drove many years ago.	True		False	
9.	I notice when someone is acting in a way that seems out of place, such as behaving too casually at work.	True		False	
10.	I've been told by those close to me that I show good manners with strangers and in new situations.	True		False	
F. Attention					
1.	I can concentrate in a noisy environment.	True		False	
2.	When I am in a situation in which a lot is going on and there is a great deal of sensory stimulation, such as at a party or in a	True		False	

	crowd at an airport, I can keep myself from getting lost in a train of thought about any particular thing I see.				
3.	If I decide to focus my attention on a particular task, I find that I am mostly able to keep it there.	True		False	
4.	If I am at home and trying to work, the noises of a television or other people make me very distracted.	True		False	
5.	I find that if I sit quietly for even a few moments, a flood of thoughts rush into my mind and I find myself following multiple strands of thought, often without knowing how each one began.	True		False	
6.	If I am distracted by some unexpected event, I can refocus my attention on what I had been doing.	True		False	
7.	During periods of relative quiet, such as when I'm sitting on a train or a bus or waiting in line at a store, I notice a lot of the things around me.	True		False	
8.	When an important solo project requires my full and focused attention, I try to work in the quietest place I can find.	True		False	
9.	My attention tends to get captured by stimuli and events in the environment, and it is difficult for me to disengage once this happens.	True		False	
10.	It is easy for me to talk with another person in a crowded situation like a cocktail party or a cuble in an office; I can tune out others in such an environment even when, with concentration, I can make out what they are saying.	True		False	

Annexure M₃: Emotive Style Scoring Key**Resilience Dimension**

True (1), False (0): 1, 3, 5, 6, 8, 10

True (0), False (1): 2, 4, 7, 9

Outlook Dimension

True (1), False (0): 1, 3, 6, 8, 10

True (0), False (1): 2, 4, 5, 7, 9

Social Intuition Dimension

True (1), False (0): 1, 2, 4, 7, 8, 10

True (0), False (1): 3, 5, 6, 9

Self-Awareness Dimension

True (1), False (0): 4, 5, 7, 8, 10

True (0), False (1): 1, 2, 3, 6, 9

Sensitivity to Context Dimension

True (1), False (0): 1, 5, 6, 8, 9, 10

True (0), False (1): 2, 3, 4, 7

Attention Dimension

True (1), False (0): 1, 2, 3, 6, 7, 10

Annexure M₄: Emotional Style Diagram

Name:

Surname:

Company:

Sex:

Job Title & Grade:

Date of Birth:

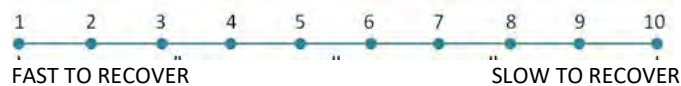
Group:

A

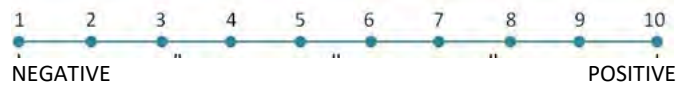
B

Educational Qualification:

Resilience



Outlook



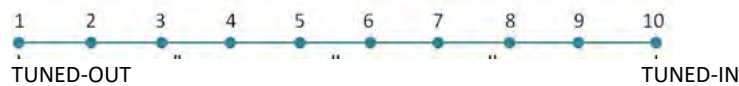
Social Intuition



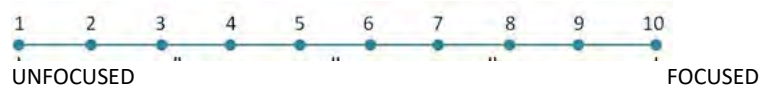
Self-Awareness



Sensitivity to Context



Attention



Annexure N₁: Statistical Analysis / Results: International Case: Instruments: Emotional Style, 16PF5 and EQi-2:

Results: Emotional Style

Emotional Style											
Group		N	Mean	Mean Difference	Std. Deviation	df	t	Parametric T-Test (Sig 2-tailed)	Non-Parametric Mann-Whitney U-z	Non-Parametric Mann-Whitney U (Sig 2-tailed)	Mann-Whitney Mean Rank
Resilience	A	22	1.95	0.07	1.94	37	0.14	0.89	-0.37	0.73	19.43
	B	17	1.88		1.17						20.74
Outlook	A	22	7.91	0.91	1.87	37	-1.79	0.08	-1.66	0.11	17.43
	B	17	8.82		1.07						23.32
Social Intuition	A	22	6.95	0.40	1.70	37	-0.59	0.56	-1.24	0.23	18.05
	B	17	7.35		2.50						22.53
Self-Awareness	A	22	6.68	0.79	1.91	37	-1.32	0.20	-1.32	0.20	17.93
	B	17	7.47		1.77						22.68
Sensitivity to Context	A	22	7.91	0.32	1.00	37	0.54	0.59	-1.30	0.22	22.00
	B	17	7.59		1.62						17.41
Attention	A	22	7.27	1.10	2.03	37	1.77	0.09	-1.7	0.09	22.75
	B	17	6.18		1.78						16.44

The Comparison between Team A (Unsuccessful Team Members) and Team B (Successful Team Members): International Case: Emotional Style Results

Results: 16PF5

16PF5													
Global Factors													
Group		N	Mean	Mean Difference	Std. Deviation	df	t	Parametric T-Test (Sig 2-tailed)	Non-Parametric Mann-Whitney U-z	Non-Parametric Mann-Whitney U (Sig 2-tailed)	Mann-Whitney Mean Rank	Cohen's <i>d</i>	
												SD Pooled	Effect size
Extraversion	A	1	5.83	0.60	1.27	23	1.14	0.27	-0.94	0.38	14.38		
	B	2	5.23		1.36						11.73		
	1												
	3												
Independenc	A	1	3.92	0.01	1.08	23	-0.01	0.99	-0.20	0.85	12.71		
	B	2	3.92		1.26						13.27		
	1												
	3												
Tough-Mindedness	A	1	6.42	0.88	1.16	23	1.31	0.20	-1.09	0.30	14.63		
	B	2	5.54		2.03						11.50		
	1												
	3												
Self-Control	A	1	4.42	0.04	1.56	23	-0.08	0.94	0.00	1.00	13.00		
	B	2	4.46		1.39						13.00		
	1												
	3												
Anxiety	A	1	6.00	0.69	2.59	23	0.74	0.47	-0.47	0.65	13.71		
	B	2	5.31		2.10						12.35		
	1												
	3												

Primary Factors													
Group		N	Mean	Mean Difference	Std. Deviation	df	t	Parametric T-Test (Sig 2-tailed)	Non-Parametric Mann-Whitney U-z	Non-Parametric Mann-Whitney U (Sig 2-tailed)	Mann-Whitney Mean Rank	Cohen's <i>d</i>	
												SD Pooled	Effect size
Warmth	A B	1 2 1 3	5.92 5.62	0.30	1.24 1.50	23	0.54	0.59	-0.20	0.38	13.29 12.73		
Reasoning	A B	1 2 1 3	5.00 6.69	1.69	1.35 1.65	23	-2.79	0.01*	-2.23	0.85	9.67 16.08	1.12	Very large
Emotional Stability	A B	1 2 1 3	5.92 5.85	0.07	1.51 1.46	23	0.12	0.91	-0.06	0.30	13.08 12.92		
Dominance	A B	1 2 1 3	5.42 5.38	0.03	1.16 1.71	23	0.05	0.96	-0.08	1.00	12.88 13.12		
Liveliness	A B	1 2 1 3	5.92 4.15	1.76	1.44 1.52	23	2.97	0.01*	-2.55	0.01*	16.83 9.46	1.19	Very large
Rule-Consciousness	A B	1 2 1 3	4.75 4.62	0.13	2.05 1.50	23	0.19	0.85	-0.33	0.77	13.50 12.54		
Social Bold	A B	1 2 1 3	6.17 5.62	0.55	1.34 0.96	23	1.19	0.25	-1.08	0.32	14.58 11.54		
Sensitivity	A B	1 2 1 3	5.17 6.31	1.14	0.94 1.44	23	-2.33	0.03*	-1.98	0.06	10.08 15.69	0.94	Very large
Vigilance	A B	1 2 1 3	6.58 5.38	1.20	1.88 2.26	23	1.44	0.16	-1.30	0.21	14.96 11.19		
Abstracted	A B	1 2 1 3	6.00 6.54	0.54	1.48 1.51	23	-0.90	0.38	-0.05	0.65	12.25 13.69		
Private	A B	1 2 1 3	5.67 4.92	0.74	1.83 2.33	23	0.88	0.39	-0.72	0.50	14.08 12.00		
Apprehensive	A B	1 2 1 3	5.58 5.38	0.20	1.88 1.94	23	0.26	0.80	-0.20	0.85	13.29 12.73		
Openness	A B	1 2 1 3	5.50 6.00	0.50	1.88 2.31	23	-0.59	0.56	-0.63	0.54	12.04 13.88		
Self-Reliant	A B	1 2 1 3	5.17 5.62	0.45	1.59 1.50	23	-0.73	0.47	-0.62	0.57	12.08 13.85		
Perfectionistic	A B	1 2 1 3	5.67 5.77	0.10	1.07 1.30	23	-0.21	0.83	-0.17	0.89	12.75 13.23		
Tension	A B	1 2 1 3	6.00 5.31	0.69	2.63 1.80	23	0.77	0.45	-0.63	0.54	13.96 12.12		

*p<.05

The Comparison between Team A (Unsuccessful Team Members) and Team B (Successful Team Members): International Case: 16PF5 Results

Results: EQ-i²

EQ-i ²													
Group		N	Mean	Mean Difference	Std. Deviation	df	t	Parametric T-test (Sig 2-tailed)	Non-Parametric Mann-Whitney U-z	Non-Parametric Mann-Whitney U (Sig 2-tailed)	Mann-Whitney Mean Rank	Cohen's d	
												SD Pooled	Effect size
Self-Regard	A	19	100.84	6.10	16.21 17.30	34	-1.09	0.28		0.18			
	B	17	100.94										
Self-Actualisation	A	19	99.21	4.14	14.61 13.33	34	-0.89	0.38		0.36			
	B	17	103.35										
Emotional Self-Aware.	A	19	90.26	8.62	10.35 13.74	34	-2.14	0.04*		0.05*		0.71	12.16 4.29 Large
	B	17	98.88										
Total Self Perception	A	19	95.63	6.90	13.85 15.12	34	-1.43	0.16		0.14			
	B	17	102.53										
Emotional Expression	A	19	97.16	6.25	12.72 13.11	34	-1.45	0.16		0.09			
	B	17	103.41										
Assertiveness	A	19	97.95	6.35	17.17 16.11	34	-1.14	0.26		0.29			
	B	17	14.29										
Independence	A	19	96.47	10.23	15.46 16.41	34	-1.93	0.06		0.03*		0.64	15.93 9.74 Moderate
	B	17	106.71										
Total Self-Expression	A	19	96.16	9.55	16.24 12.33	34	-1.97	0.06		0.08			
	B	17	105.71										
Interpersonal Relationship	A	19	695.63	1.87	17.47 12.53	34	0.36	0.72		0.45			
	B	17	93.76										
Empathy	A	19	90.68	2.14	13.34 12.51	34	-0.49	0.62		0.71			
	B	17	92.82										
Social Responsibility	A	19	101.16	4.75	12.91 12.02	34	1.14	0.26		0.33			
	B	17	96.41										
Total Interpersonal	A	19	94.21	1.27	13.40 11.77	34	0.30	0.77		0.66			
	B	17	92.94										
Problem-Solving	A	19	101.84	4.28	14.96 13.41	34	-0.90	0.38		0.45			
	B	17	106.12										
Reality Testing	A	19	92.16	7.67	15.52 11.42	34	-1.67	0.10		0.10			
	B	17	99.82										
Impulse Control	A	19	102.63	1.69	13.09 14.39	34	0.37	0.71		0.85			
	B	17	100.94										
Total Decision-Making	A	19	98.89	3.46	12.95 12.75	34	-0.81	0.43		0.80			
	B	17	102.35										
Flexibility	A	19	101.37	2.98	15.58 15.62	34	-0.57	0.57		0.49			
	B	17	104.35										
Stress Tolerance	A	19	95.05	5.59	14.73 17.01	34	-1.06	0.30		0.22			
	B	17	100.65										
Optimism	A	19	100.53	1.59	14.77 17.10	34	0.30	0.77		0.78			
	B	17	98.94										
Total Stress Management	A	19	98.47	2.64	14.60 14.62	34	-0.54	0.59		0.71			
	B	17	101.12										
Total EI	A	19	96.00	5.06	14.04 12.78	34	-1.13	0.27		0.53			
	B	17	101.06										

*p<.05

The Comparison between Team A (Unsuccessful Team Members) and Team B (Successful Team Members): International Case: EQ-i² Results

Annexure N₂: Statistical Analysis / Results: National Case: Instruments: Emotional Style, 16PF5 and EQi-2:

Results: Emotional Style

Emotional Style											
Group		N	Mean	Mean Difference	Std. Deviation	df	t	Parametric T-test (Sig 2-tailed)	Non-Parametric Mann-Whitney U-z	Non-Parametric Mann-Whitney U (Sig 2-tailed)	Mann-Whitney Mean Rank
Resilience	A	18	3.11	0.46	2.49	36	0.61	0.55	-0.52	0.61	20.47
	B	20	2.65		2.16						18.63
Outlook	A	18	7.67	-0.28	1.24	36	-0.64	0.53	-0.64	0.55	18.33
	B	20	7.95		1.47						20.55
Social Intuition	A	18	6.67	-0.38	1.50	36	-0.67	0.51	-0.86	0.41	17.89
	B	20	7.05		1.99						20.95
Self-Awareness	A	18	6.50	-0.90	1.47	36	-1.56	0.13	-1.72	0.09	16.28
	B	20	7.40		2.01						22.40
Sensitivity to Context	A	18	7.33	-0.02	1.68	36	-0.03	0.98	-0.04	0.97	19.58
	B	20	7.35		1.79						19.43
Attention	A	18	6.89	0.29	1.28	36	0.57	0.57	-0.42	0.70	20.28
	B	20	6.60		1.76						18.80

The Comparison between Team A (Unsuccessful Team Members) and Team B (Successful Team Members): National Case: Emotional Style Results

Results: The 16PF5

16PF5													
Global Factors													
Group		N	Mean	Mean Difference	Std. Deviation	df	t	Parametric T-test (Sig 2-tailed)	Non-Parametric Mann-Whitney U-z	Non-Parametric Mann-Whitney U (Sig 2-tailed)	Mann-Whitney Mean Rank	Cohen's <i>d</i>	
												SD Pooled	Effect size
Extraversion	A	15	4.33	0.60	1.27	27	-1.21	0.24	-1.34	0.20	13.00		
	B	14	5.14		1.36						17.14		
Independence	A	15	2.53	0.01	1.08	27	-1.37	0.18	-1.63	0.11	12.57		
	B	14	3.21		1.26						17.61		
Tough-Mindedness	A	15	6.07	0.88	1.16	27	-1.69	0.10	-1.52	0.16	12.80		
	B	14	6.79		2.03						17.36		
Self-Control	A	15	4.47	0.04	1.56	27	0.48	0.63	-0.53	0.62	15.80		
	B	14	4.14		1.39						14.14		
Anxiety	A	15	5.47	0.69	2.59	27	0.97	0.34	-0.86	0.40	13.70		
	B	14	6.21		2.10						16.39		

Primary Factors													
Group		N	Mean	Mean Difference	Std. Deviation	df	t	Parametric T-test (Sig 2-tailed)	Non-Parametric Mann-Whitney U-z	Non-Parametric Mann-Whitney U	Mann-Whitney Mean Rank	Cohen's <i>d</i>	
												SD Pooled	Effect size
Warmth	A	15	4.73	0.30	1.49	27	-1.14	0.26	-1.31	0.22	13.07		
	B	14	5.29		1.07						17.07		
Reasoning	A	15	6.13	1.69	1.36	27	-0.76	0.45	-0.87	0.40	13.70		
	B	14	6.57		1.74						16.39		
Emotional Stability	A	15	5.67	0.07	1.59	27	0.16	0.88	0.00	1.00	15.00		
	B	14	5.57		1.65						15.00		
Dominance	A	15	4.00	0.03	1.46	27	-1.65	0.11	-1.53	0.13	12.70		
	B	14	5.00		1.80						17.46		
Liveliness	A	15	4.53	1.76	1.41	27	-0.97	0.34	-0.74	0.48	13.90		
	B	14	5.14		1.96						16.18		
Rule-Consciousness	A	15	5.00	0.13	2.27	27	0.67	0.51	-0.68	0.51	16.03		
	B	14	4.43		2.34						13.89		
Social Bold.	A	15	5.20	0.55	1.15	27	-0.57	0.57	-0.67	0.53	14.00		
	B	14	5.20		1.65						16.07		
Sensitivity	A	15	6.60	1.14	1.40	27	3.17	0.00*	-2.74	0.00*	19.07	1.18	Very large
	B	14	5.14		1.03						10.64		
Vigilance	A	15	6.07	1.20	2.37	27	0.65	0.52	-0.62	0.56	15.93		
	B	14	5.50		2.31						14.00		
Abstracted	A	15	5.93	0.54	1.62	27	-0.60	0.55	-0.80	0.45	13.80		
	B	14	6.36		2.13						16.29		
Private	A	15	6.40	0.74	1.55	27	1.33	0.19	-1.33	0.20	17.00		
	B	14	5.29		2.81						12.86		
Apprehensive	A	15	4.80	0.20	1.57	27	-1.22	0.23	-1.18	0.25	13.23		
	B	14	5.64		2.13						16.89		
Openness	A	15	4.93	0.50	2.05	27	0.41	0.68	-0.15	0.88	15.23		
	B	14	4.64		1.69						14.75		
Self-Reliant	A	15	6.07	0.45	1.62	27	0.31	0.76	-0.20	0.85	15.30		
	B	14	5.86		1.96						14.68		
Perfectionistic	A	15	5.07	0.10	1.49	27	0.27	0.79	-0.18	0.88	15.27		
	B	14	5.21		1.42						14.71		
Tension.	A	15	5.20	0.69	1.70	27	-1.61	0.12	-1.67	0.10	12.50		
	B	14	6.50		2.59						17.68		

*p<.05

The Comparison between Team A (Unsuccessful Team Members) and Team B (Successful Team Members): National Case: 16PF5 Results

Results: EQ-i²

EQ-i ²													
Scale Group		N	Mean	Mean Difference	Std. Deviation	df	t	Parametric T-test (Sig 2-tailed)	Non-Parametric Mann-Whitney U-z	Non-Parametric Mann-Whitney U (Sig 2-tailed)	Mann-Whitney Mean Rank	Cohen's <i>d</i>	
												SD Pooled	Effect size
Total EQ-I	A	19	88.95	-9.50	14.63	37	-1.90	0.07	-1.84	0.07	16.55		
	B	20	98.45		16.54						23.28		
Self-Perception	A	19	92.53	-10.52	15.65	37	-2.02	0.05*	-1.87	0.06	16.50	0.65	Medium
	B	20	103.05		16.77						23.33		
Self-Regard	A	19	96.42	-8.03	15.70	37	-1.54	0.13	-1.65	0.10	16.92		
	B	20	104.45		16.78						22.93		
Self-Actualisation	A	19	93.37	-9.38	17.57	37	-1.83	0.08	-1.62	0.11	16.97		
	B	20	102.75		14.35						22.88		
Emotional Self-Aware.	A	19	93.63	-9.32	15.79	37	-1.86	0.07	-1.84	0.07	16.55		
	B	20	102.95		15.57						23.28		
Self-Expression	A	19	91.26	-11.04	16.08	37	-2.12	0.04*	-1.77	0.08	16.68	0.68	Medium
	B	20	102.30		16.34						23.15		
Emotional Expression	A	19	92.37	-9.23	14.28	37	-1.91	0.06	-1.77	0.08	16.68		
	B	20	101.60		15.78						23.15		
Assertiveness	A	19	96.05	-5.05	15.99	37	-1.11	0.17	-0.48	0.65	19.11		
	B	20	101.10		12.15						20.85		
Independence	A	19	93.26	-9.74	18.72	37	-1.79	0.08	-1.60	0.11	17.00		
	B	20	103.00		15.06						22.85		

Interpersonal	A B	19 20	87.68 94.15	-6.47	16.11 15.46	37	-1.28	0.21	-1.10	0.28	17.95 21.95		
Interpersonal Relationship	A B	19 20	87.53 97.45	-9.92	13.87 13.90	37	-2.23	0.03*	-2.31	0.02*	15.68 24.10	0.71	Medium to Large
Empathy	A B	19 20	90.21 92.95	-2.74	14.75 17.48	37	-0.53	0.60	-0.68	0.51	18.74 21.20		
Social Responsibility	A B	19 20	92.42 95.60	-3.18	18.55 15.13	37	-0.59	0.56	-0.38	0.71	19.29 20.68		
Decision-Making	A B	19 20	89.00 95.65	-6.65	12.81 17.10	37	-1.37	0.18	-1.32	0.19	17.53 22.35		
Problem-Solving	A B	19 20	88.84 97.10	-8.26	19.67 16.97	37	-1.41	0.17	-1.37	0.17	17.39 22.48		
Reality Testing	A B	19 20	93.68 99.25	-5.57	14.66 17.37	37	-1.08	0.29	-1.22	0.22	17.71 22.18		
Impulse Control	A B	19 20	92.95 94.75	-1.80	9.57 16.82	37	-0.41	0.69	-0.66	0.51	18.76 21.18		
Stress Management	A B	19 20	93.37 98.85	-5.48	13.45 15.74	37	-1.17	0.25	-0.89	0.38	18.34 21.58		
Flexibility	A B	19 20	93.05 97.85	-4.80	12.33 11.80	37	-1.24	0.22	-1.28	0.20	17.61 22.28		
Stress Tolerance	A B	19 20	93.05 97.85	-4.80	12.33 11.80	37	-0.85	0.22	-0.85	0.20	18.42 21.50		
Optimism	A B	19 20	96.79 102.15	-5.36	17.21 16.20	37	-1.00	0.32	-1.00	0.32	18.13 21.78		

*p<.05

The comparison between Team A (unsuccessful team members) and Team B (successful team members): National Case EQ-i² Results

Annexure N₃: Statistical Analysis/Results: Instruments: Emotional Style (Davidson & Begley, 2012), 16PF5 and EQ-i²: Merged Results: International and National Cases

Individual Profiles: Emotional Style (Davidson & Begley, 2012)

Emotional Style										
Group		N	Mean	Mean Difference	Std. Deviation	df	Parametric T-test (Sig 2-tailed)	Non-Parametric Mann-Whitney U-z	Non-Parametric Mann-Whitney U (Sig 2-tailed)	Mann-Whitney Mean Rank
Resilience	A	40	2.48	-0.11	2.25	113.00	0.79	-0.47	0.64	56.05
	B	75	2.59		2.07	74.21				59.04
Outlook	A	40	7.80	-0.28	1.60	113.00	0.33	-0.82	0.41	54.60
	B	75	8.08		1.37	69.80				59.81
Social Intuition	A	40	6.83	-0.20	1.60	113.00	0.58	-0.89	0.38	54.28
	B	75	7.03		1.99	95.49				59.99
Self-Awareness	A	40	6.60	-0.60	1.71	113.00	0.09	-1.76	0.08	50.64
	B	75	7.20		1.85	85.32				61.93
Sensitivity to Context	A	40	7.65	0.25	1.86	113.00	0.47	-1.23	0.22	63.10
	B	75	7.40		1.69	73.46				55.28
Attention	A	40	7.10	0.53	1.72	113.00	0.11	-1.52	0.13	64.38
	B	75	6.57		1.65	76.66				54.60

The comparison between all Teams A (Unsuccessful Team Members) and Teams B (Successful Teams Members): Merged Result: Emotional Style (Davidson & Begley, 2012)

Individual Profiles: 16PF5

16PF5 Global Factors													
Group		N	Mean	Mean Difference	Std. Deviation	df	t	Parametric T-test (Sig 2-tailed)	Non-Parametric Mann-Whitney U-z	Non-Parametric Mann-Whitney U (Sig 2-tailed)	Mann-Whitney Mean Rank	Cohen's <i>d</i>	
												SD Poole d	Effect size
Extraversion	A	27	5.00	-0.19	1.59	52.00	-0.41	0.68	-0.63	0.53	26.19		
	B	27	5.19		1.71	51.74					28.81		
Independence	A	27	3.15	-0.41	1.43	52.00	-1.10	0.28	-1.32	0.19	24.74		
	B	27	3.56		1.28	51.36					30.26		
Tough-Mindedness	A	27	6.22	0.04	1.22	52.00	-0.09	0.93	-0.33	0.74	26.81		
	B	27	6.19		1.66	47.66					28.19		
Self-Control	A	27	4.44	0.15	1.55	52.00	-0.33	0.74	-0.30	0.77	28.13		
	B	27	4.30		1.71	51.55					26.87		
Anxiety	A	27	5.70	-0.07	2.25	52.00	-0.12	0.90	-0.13	0.90	27.22		
	B	27	5.78		2.14	51.86					27.78		
Primary Factors													
Group		N	Mean	Mean Difference	Std. Deviation	df	t	Parametric T-test (Sig 2-tailed)	Non-Parametric Mann-Whitney U-z	Non-Parametric Mann-Whitney U (Sig 2-tailed)	Mann-Whitney Mean Rank	Cohen's <i>d</i>	
												SD Poole d	Effect size
Warmth	A	27	5.26	-0.19	1.48	52.00	-0.49	0.63	-0.79	0.43	25.87		
	B	27	5.44		1.28	50.92					29.13		
Reasoning	A	27	5.63	-1.00	1.45	52.00	-2.35	0.02*	-2.23	0.03*	22.81	0.64	Moderate to large
	B	27	6.63		1.67	50.97					32.19		
Emotional Stability	A	27	5.78	0.07	1.53	52.00	-0.18	0.86	-0.06	0.95	27.63		
	B	27	5.70		1.54	52.00					27.37		
Dominance	A	27	4.63	-0.56	1.50	52.00	-1.26	0.21	-1.39	0.17	24.59		
	B	27	5.19		1.73	50.93					30.41		
Liveliness	A	27	5.15	0.48	1.56	52.00	-1.05	0.30	-1.21	0.23	30.04		
	B	27	4.67		1.80	51.00					24.96		
Rule Conscious	A	27	4.89	0.37	2.14	52.00	-0.67	0.51	-0.61	0.54	28.80		
	B	27	4.52		1.95	51.57					26.20		
Social Boldness	A	27	5.63	0.07	1.31	52.00	-0.21	0.84	-0.04	0.96	27.59		
	B	27	5.56		1.34	51.96					27.41		
Sensitivity	A	27	5.96	0.26	1.40	52.00	-0.69	0.49	-0.75	0.45	29.06		
	B	27	5.70		1.35	51.94					25.94		
Vigilance	A	27	6.30	0.85	2.15	52.00	-1.43	0.16	-1.39	0.16	30.44		
	B	27	5.44		2.24	51.90					24.56		

Abstracted	A	27	5.96	-0.48	1.53	52.00	-1.05	0.30	-1.05	0.29	25.28		
	B	27	6.44		1.83	50.47					29.72		
Private	A	27	6.07	0.96	1.69	52.00	-1.64	0.11	-1.49	0.14	30.65		
	B	27	5.11		2.55	45.11					24.35		
Apprehensive	A	27	5.15	-0.37	1.73	52.00	-0.73	0.47	-0.64	0.52	26.15		
	B	27	5.52		2.01	50.85					28.85		
Openness	A	27	5.19	-0.11	1.96	52.00	-0.20	0.84	-0.24	0.81	27.00		
	B	27	5.30		2.09	51.79					28.00		
Self-Reliant	A	27	5.67	-0.07	1.64	52.00	-0.16	0.87	-0.15	0.88	27.19		
	B	27	5.74		1.72	51.88					27.81		
Perfectionistic	A	27	5.33	-0.15	1.33	52.00	-0.40	0.69	-0.05	0.96	27.61		
	B	27	5.48		1.37	51.96					27.39		
Tension	A	27	5.56	-0.37	2.15	52.00	-0.61	0.54	-0.69	0.49	26.04		
	B	27	5.93		2.29	51.82					28.96		

The comparison between all Teams A (Unsuccessful Teams Members) and Teams B (Successful Teams Members): Merged Results: 16PF5

Individual Profiles: EQ-i²

EQ-i ²													
Scale Group		N	Mean	Mean Difference	Std. Deviation	df	t	Parametric T-test (Sig 2-tailed)	Non-Parametric Mann-Whitney U-z	Non-Parametric Mann-Whitney U (Sig 2-tailed)	Mann-Whitney Mean Rank	Cohen's <i>d</i>	
												SD Pooled	Effect size
Total EQ-i ²	A	27	92.47	-7.17	14.59	73.00	-2.11	0.04*	-1.84	0.07	33.42	0.49	Moderate
	B	27	99.65		14.79	72.88				42.70			
Self-Perception	A	27	94.08	-8.73	14.66	73.00	-2.48	0.02*	-2.47	0.01*	31.87	0.57	Moderate to large
	B	27	102.81		15.81	72.24				44.30			
Self-Regard	A	27	98.63	-6.96	15.90	73.00	-1.84	0.07	-2.07	0.04*	32.87	0.43	Moderate
	B	27	105.59		16.83	72.50				43.27			
Self-Actualization	A	27	96.29	-6.74	16.21	73.00	-1.94	0.06	-1.69	0.09	33.82		
	B	27	103.03		13.70	71.60				42.30			
Emotional Self-Awareness	A	27	91.95	-9.13	13.28	73.00	-2.82	0.01*	-2.60	0.01*	31.55	0.65	Moderate to large
	B	27	101.08		14.70	71.83				44.62			
Self-Expression	A	27	93.71	-10.15	16.13	73.00	-2.86	0.01*	-2.60	0.01*	31.55	0.59	Moderate to large
	B	27	103.86		14.54	82.57				44.62			
Emotional Expression	A	27	94.76	-7.67	13.56	73.00	-2.37	0.02*	-2.40	0.02*	32.04	0.55	Moderate
	B	27	102.43		14.44	72.41				44.12			
Assertiveness	A	27	97.00	-5.57	16.39	73.00	-1.58	0.12	-1.33	0.18	34.70		
	B	27	102.57		14.00	71.79				41.39			
Independence	A	27	94.87	-9.83	17.01	73.00	-2.61	0.01*	-2.58	0.01*	31.59	0.60	Moderate
	B	27	104.70		15.58	72.73				44.58			
Interpersonal	A	27	90.95	-2.65	14.98	73.00	-0.80	0.43	-0.57	0.57	36.88		
	B	27	93.59		13.71	72.72				39.46			
Interpersonal Relationships	A	27	91.58	-4.18	16.09	73.00	-1.23	0.22	-1.05	0.29	35.39		
	B	27	95.76		13.24	71.04				40.68			
Empathy	A	27	90.45	-2.44	13.87	73.00	-0.73	0.47	-0.71	0.48	36.25		
	B	27	92.89		15.19	72.01				39.80			
Social Responsibility	A	27	96.79	0.82	16.37	73.00	-0.23	0.82	-0.40	0.69	38.99		
	B	27	95.97		13.61	71.27				36.99			
Decision-Making	A	27	93.95	-4.78	13.66	73.00	-1.42	0.16	-1.35	0.18	34.64		
	B	27	98.73		15.43	71.43				41.45			
Problem-Solving	A	27	95.34	-5.90	18.45	73.00	-1.48	0.14	-1.30	0.19	34.78		
	B	27	101.24		15.89	71.94				41.31			
Reality Testing	A	27	92.92	-6.59	14.91	73.00	-1.93	0.06	-1.83	0.07	33.46		
	B	27	99.51		14.74	72.98				42.66			
Impulse Control	A	27	97.79	0.19	12.33	73.00	-0.06	0.95	-0.34	0.73	37.16		
	B	27	97.59		15.85	67.98				38.86			
Stress Management	A	27	95.92	-3.97	14.09	73.00	-1.18	0.24	-1.22	0.22	34.97		
	B	27	99.89		15.07	72.35				41.11			
Flexibility	A	27	97.21	-3.63	14.49	73.00	-1.11	0.27	-1.18	0.24	35.08		
	B	27	100.84		13.88	72.98				41.00			
Stress Tolerance	A	27	94.82	-4.59	12.87	73.00	-1.36	0.18	-1.52	0.13	34.22		
	B	27	99.41		16.27	68.49				41.88			
Optimism	A	27	98.66	-2.02	15.93	73.00	-0.54	0.59	-0.65	0.51	36.38		
	B	27	100.68		16.46	72.74				39.66			

*p<.05

The comparison between all Teams A (Unsuccessful Teams Members) and Teams B (Successful Teams Members): Merged Results: EQ-i²

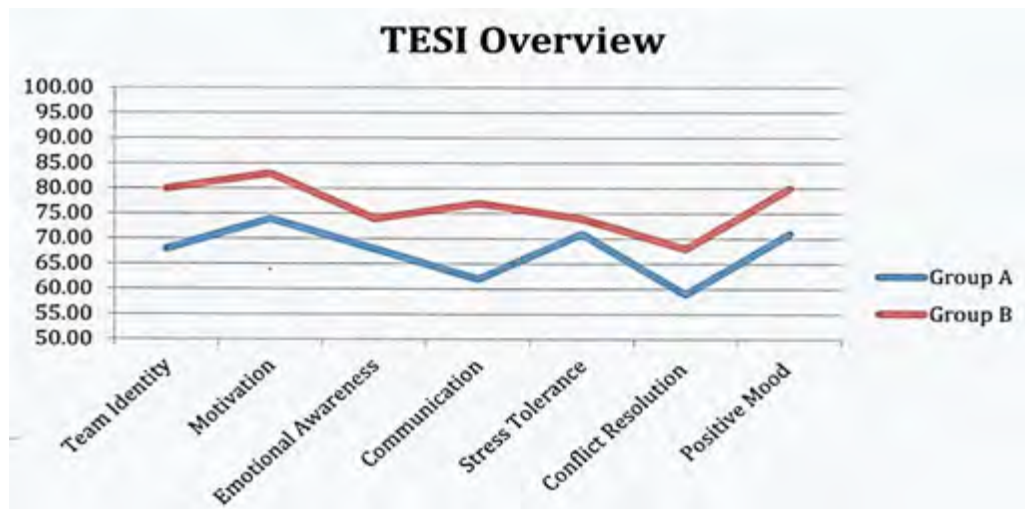
Annexure O₁: Statistical Analysis / Results: International Case: Instruments: TESI and StrengthScope®

Results: TESI

TESI													
Group	N	Mean	Mean Difference	Std. Deviation	df	t	Parametric T-test (Sig 2-tailed)	Non-Parametric Mann-Whitney U-z	Non-Parametric Mann-Whitney U (Sig 2-tailed)	Mann-Whitney Mean Rank	Cohen's d		
Team Identity	A	10	69.50	9.81	21	-1.48	0.15	-1.34	0.19	9.85	0.82	SD Pooled	Effect size
	B	13	79.31	15.06						13.65			
Motivation	A	10	73.70	10.22	21	-1.76	0.09	-1.50	0.15	9.60			
	B	13	83.92	11.45						13.85			
Emotional Awareness	A	10	68.30	6.39	21	-1.03	0.31	-0.78	0.45	10.75			
	B	13	74.69	13.37						12.96			
Communication	A	10	61.70	13.92	21	-2.01	0.06	-2.03	0.04*	8.75	0.82	Large	
	B	13	75.62	12.76						14.50			
Stress Tolerance	A	10	70.10	3.44	21	-0.64	0.53	-0.19	0.88	11.70			
	B	13	73.54	11.93						12.23			
Conflict Resolution	A	10	58.10	10.36	21	-1.65	0.11	-1.50	0.15	9.60			
	B	13	68.46	13.79						13.85			
Positive Mood	A	10	69.80	10.20	21	-1.64	0.12	-1.81	0.08	9.10			
	B	13	80.00	15.05						14.23			
Total TESI Score	A	10	67.30	9.24	21	-1.66	0.11	-1.06	0.31	10.30			
	B	13	76.54	11.83						13.31			

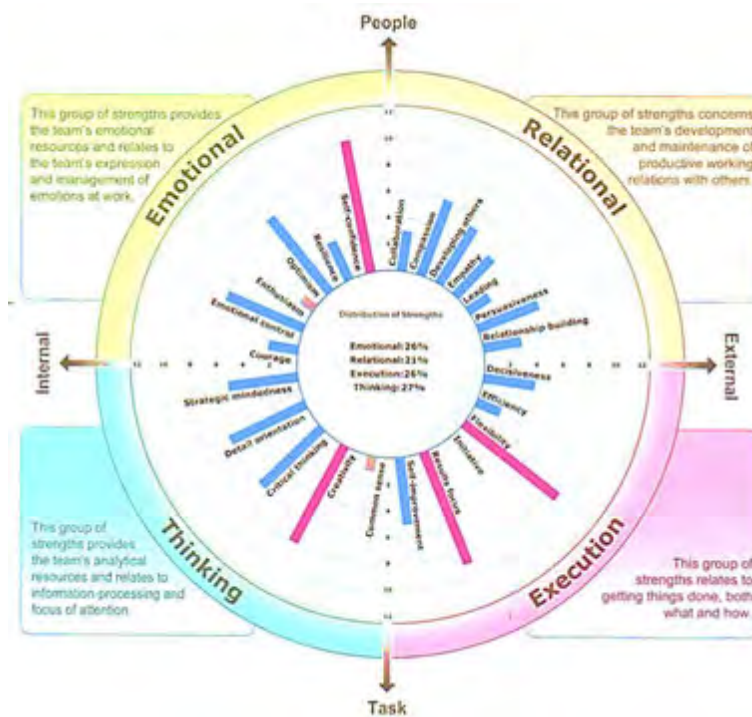
*p<.05

The Comparison between Team A (Unsuccessful) and Team B (Successful): International Case: TESI Results

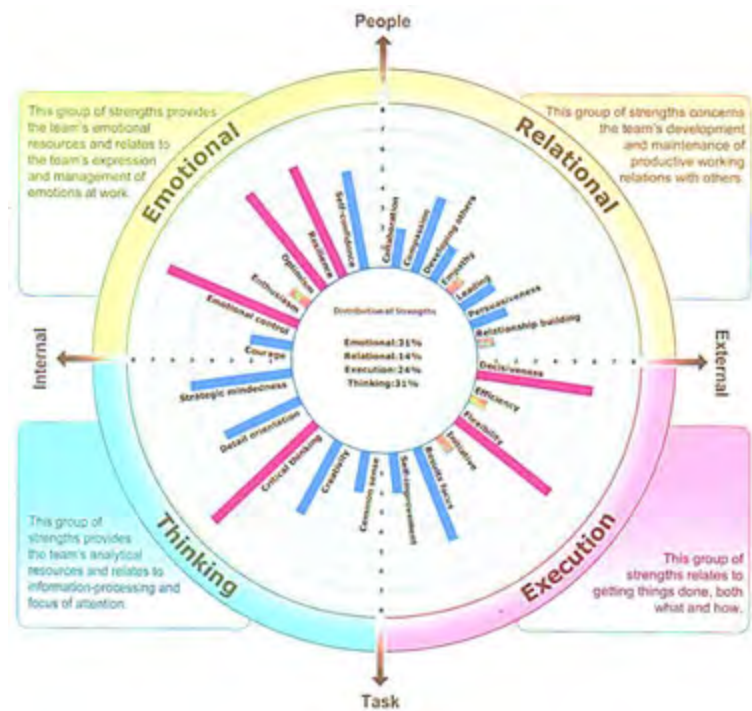


TESI overview of the differences between Team A (unsuccessful) and Team B (successful): International Case

Results: StrengthScope®



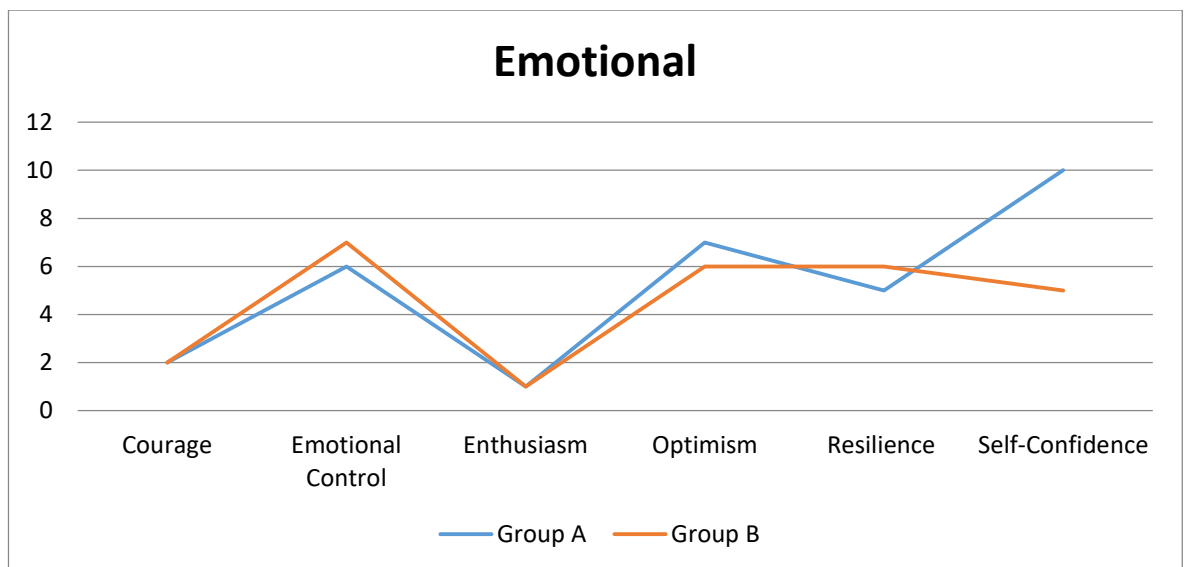
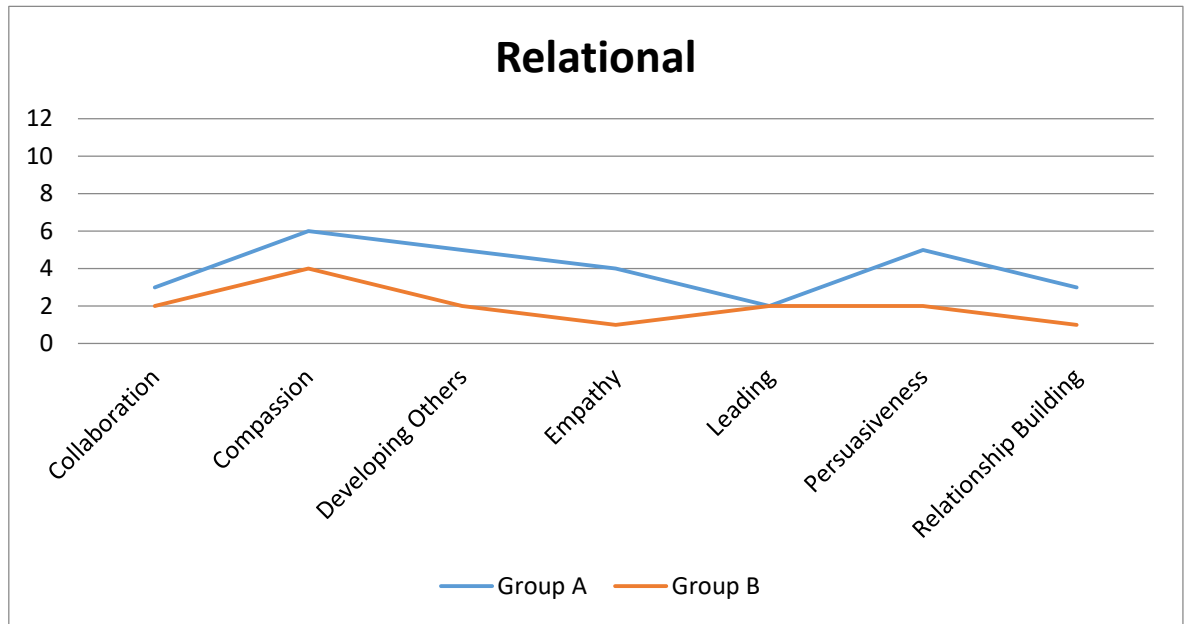
Group A (Unsuccessful) Team Strength Profile: International Case

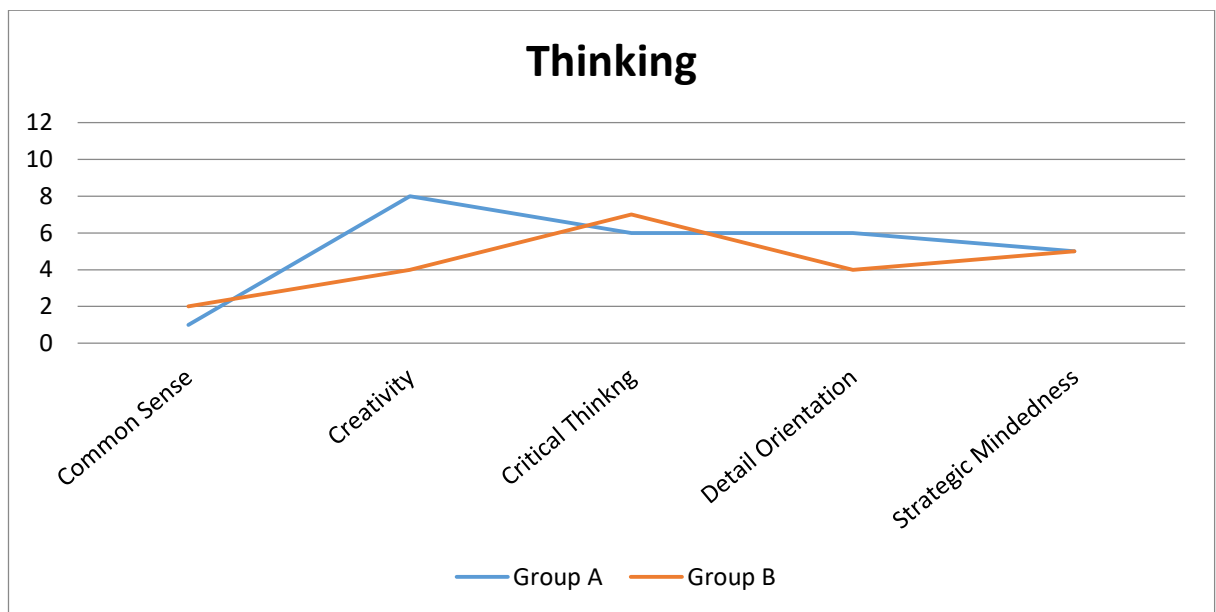
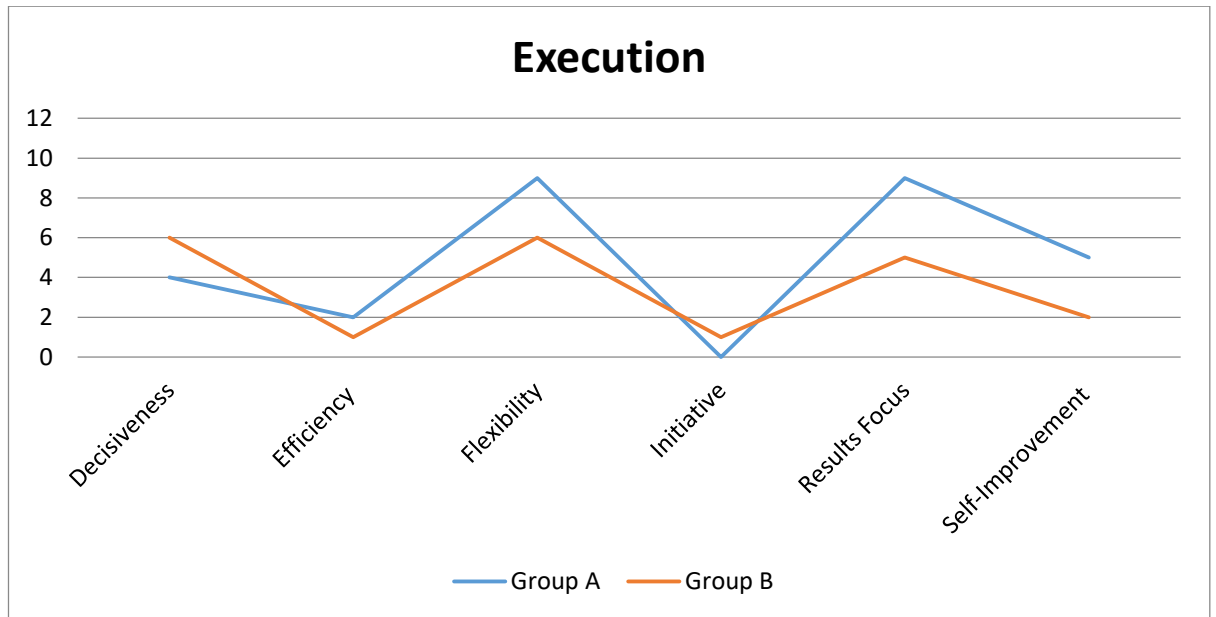


Group B: (Successful) Team Strength Profile: International Case

StrengthScope®		
Emotional	Group A	Group B
Courage	2.00	2.00
Emotional Control	6.00	7.00
Enthusiasm	1.00	1.00
Optimism	7.00	6.00
Resilience	5.00	6.00
Self-Confidence	10.00	5.00
MEAN	5.17	4.50
STD. DEVIATION	3.31	2.43
Relational	Group A	Group B
Collaboration	3.00	2.00
Compassion	6.00	4.00
Developing Others	5.00	2.00
Empathy	4.00	1.00
Leading	2.00	2.00
Persuasiveness	5.00	2.00
Relationship Building	3.00	1.00
MEAN	4.00	2.00
STD. DEVIATION	1.41	1.00
Execution	Group A	Group B
Decisiveness	4.00	6.00
Efficiency	2.00	1.00
Flexibility	9.00	6.00
Initiative	0.00	1.00
Result Focus	9.00	5.00
Self-Improvement	5.00	2.00
MEAN	4.83	3.50
STD. DEVIATION	3.66	2.43
Thinking	Group A	Group B
Common Sense	1.00	2.00
Creativity	8.00	4.00
Critical Thinking	6.00	7.00
Detail Orientation	6.00	4.00
Strategic Mindedness	5.00	5.00
MEAN	5.20	4.40
STD. DEVIATION	2.59	1.82

Comparison between the Team Profiles of Group A (Unsuccessful) and Group B (Successful): International Case





StrengthScope® Overview of the differences on the StrengthScope® scales between Group A (Unsuccessful) and Group B (Successful): International Case

Annexure O₂: Statistical Analysis / Results: National Case: Instruments: TESI and StrengthScope®

Results: TESI

TESI													
Group		N	Mean	Mean Difference	Std. Deviation	df	t	Parametric T-test (Sig 2-tailed)	Non-Para metric Mann-Whi tney U-z	Non-Para metric Mann-Whi tney U (Sig 2-tailed)	Mann-Whitney Mean Rank	Cohen's <i>d</i>	
												SD Pooled	Effect size
Team Identity	A	16	75.13	1.28	10.33	34	0.32	0.75	-0.37	0.72	19.22		
	B	20	73.85		13.00						17.93		
Motivation	A	16	78.13	-2.33	11.00	34	-0.62	0.54	-0.74	0.48	17.06		
	B	20	80.45		11.24						19.65		
Emotional Awareness	A	16	72.13	-0.08	17.00	34	-0.01	0.99	-0.22	0.84	18.94		
	B	20	72.20		14.12						18.15		
Communication	A	16	71.38	3.22	12.09	34	0.65	0.52	-0.88	0.39	20.22		
	B	20	68.15		16.45						17.13		
Stress Tolerance	A	16	68.94	-2.06	11.94	34	-0.48	0.63	-0.26	0.81	18.00		
	B	20	71.00		13.27						18.90		
Conflict Resolution	A	16	65.94	2.44	15.44	34	0.50	0.62	-1.15	0.26	20.75		
	B	20	63.50		13.68						16.70		
Positive Mood	A	16	78.88	-2.47	10.89	34	-0.66	0.51	-0.77	0.46	17.00		
	B	20	81.35		11.37						19.70		
Total TESI Score	A	16	72.81	-0.04	10.99	34	-0.01	0.99	-0.38	0.72	19.25		
	B	20	72.85		11.49						17.90		

*p<.05

The comparison between Team A (unsuccessful) and Team B (successful): National Case: TESI results

Results: StrengthScope®

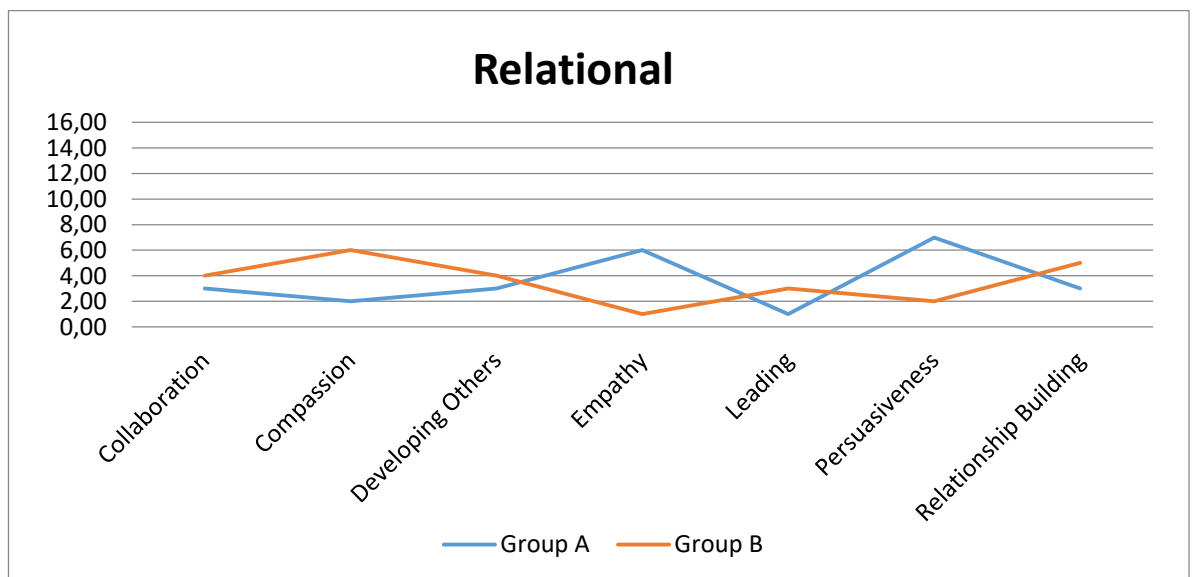
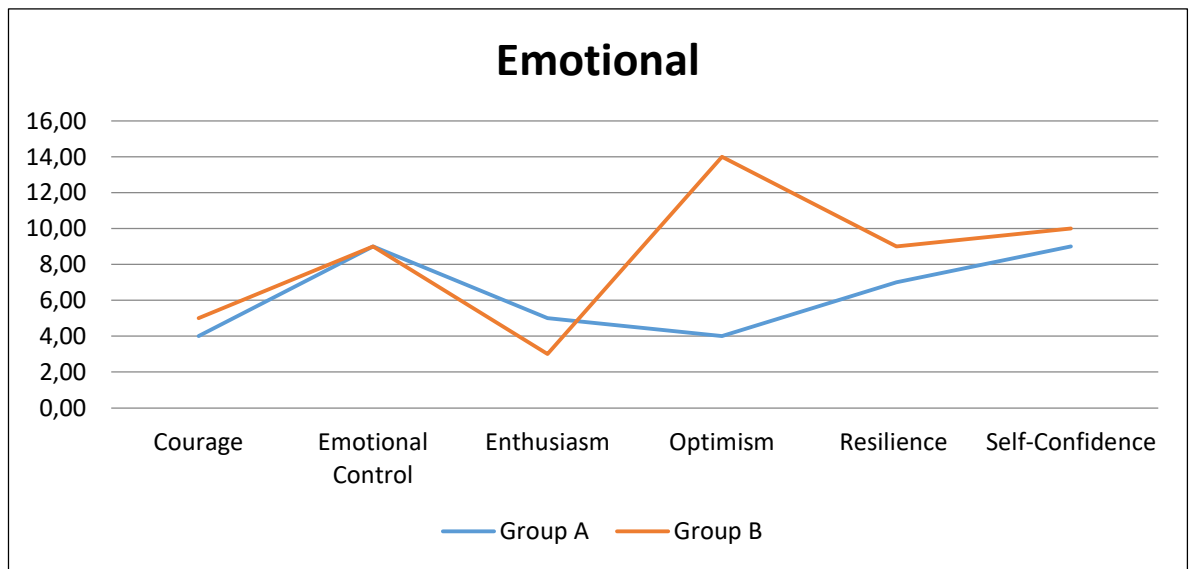
Group A (unsuccessful) Team Strength Profile: National Case

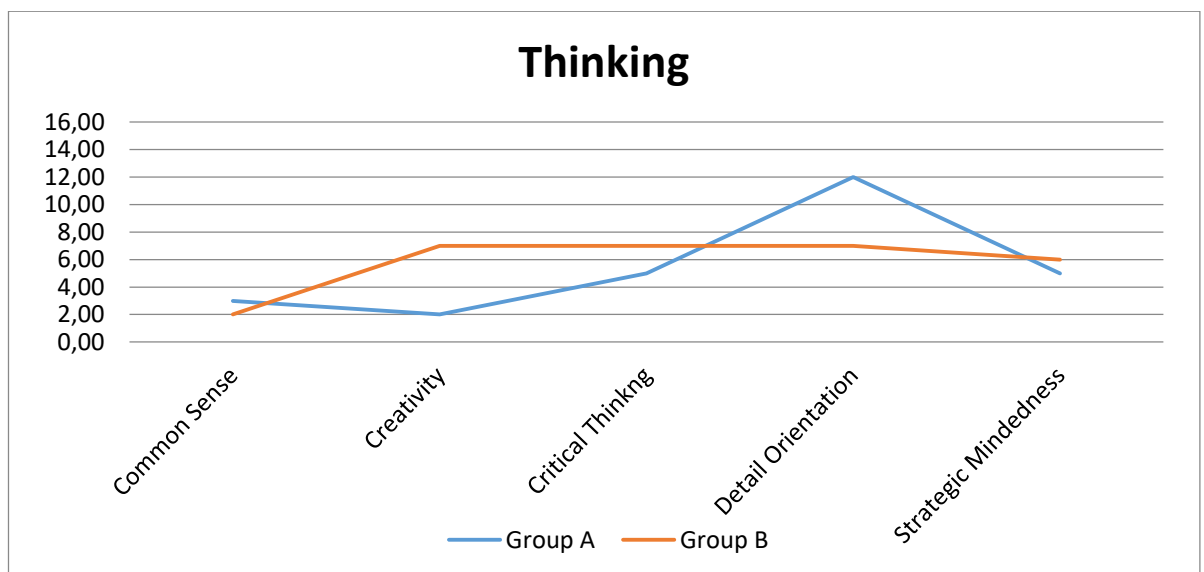
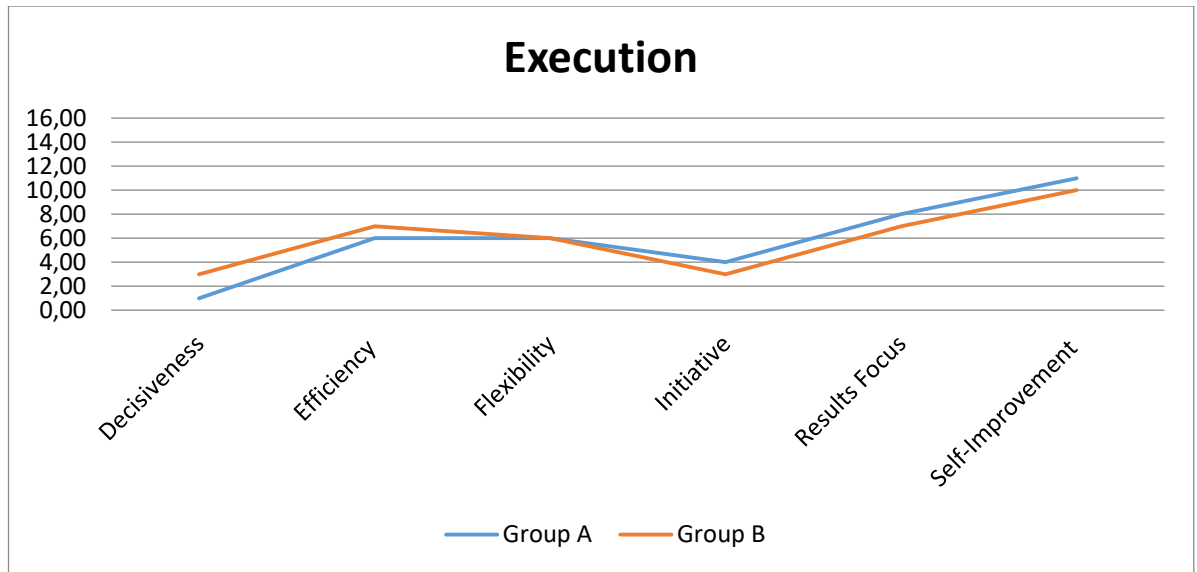
Group B: (successful) Team Strength Profile: National Case

StrengthScope®		
Emotional	Group A	Group B
Courage	4.00	5.00
Emotional Control	9.00	9.00
Enthusiasm	5.00	3.00
Optimism	4.00	14.00
Resilience	7.00	9.00
Self-Confidence	9.00	10.00
MEAN	6.33	8.33
STD. DEVIATION	2.34	3.88
Relational	Group A	Group B
Collaboration	3.00	4.00
Compassion	2.00	6.00
Developing Others	3.00	4.00
Empathy	6.00	1.00
Leading	1.00	3.00
Persuasiveness	7.00	2.00
Relationship Building	3.00	5.00
MEAN	3.57	3.57
STD. DEVIATION	2.15	1.72
Execution	Group A	Group B
Decisiveness	1.00	3.00
Efficiency	6.00	7.00
Flexibility	6.00	6.00
Initiative	4.00	3.00
Result Focus	8.00	7.00
Self-Improvement	11.00	10.00

MEAN	6.00	6.00
STD. DEVIATION	3.41	2.68
Thinking	Group A	Group B
Common Sense	3.00	2.00
Creativity	2.00	7.00
Critical Thinking	5.00	7.00
Detail Orientation	12.00	7.00
Strategic Mindedness	5.00	6.00
MEAN	5.40	5.80
STD. DEVIATION	3.91	2.17

Comparison between the Team Profiles of Group A (unsuccessful) and Group B (Successful): StrengthScope®: National Case





StrengthScope® overview of the differences on the StrengthScope® scales between team A (unsuccessful) and team B (successful): National Case

Annexure O₃: Statistical Analysis/Results: Instruments: TESI and StrengthScope®:
Merged Results: International and National Cases

Group Profiles: TESI

TESI										
Group	N	Mean	Mean Difference	Std. Deviation	df	t	Parametric T-test (Sig 2-tailed)	Non-Parametric Mann-Whitney U-z	Non-Parametric Mann-Whitney U (Sig 2-tailed)	Mann-Whitney Mean Rank
Team Identity	A	26	72.96	13.14	57.00	-0.85	0.40	-0.58	0.56	28.54
	B	33	76.00	13.88	55.04					31.15
Motivation	A	26	76.42	13.20	57.00	-1.69	0.10	-1.53	0.13	26.15
	B	33	81.82	11.27	49.28					33.03
Emotional Awareness	A	26	70.65	16.50	57.00	-0.64	0.52	-0.22	0.82	29.44
	B	33	73.18	13.67	48.31					30.44
Communication	A	26	67.65	16.11	57.00	-0.84	0.41	-0.50	0.62	28.75
	B	33	71.09	15.34	52.54					30.98
Stress Tolerance	A	26	69.38	12.42	57.00	-0.80	0.43	-0.34	0.73	29.13
	B	33	72.00	12.63	54.22					30.68
Conflict Resolution	A	26	62.92	15.94	57.00	-0.65	0.52	-0.03	0.98	30.08
	B	33	65.45	13.73	49.55					29.94
Positive Mood	A	26	75.38	12.90	57.00	-1.62	0.11	-1.79	0.07	25.50
	B	33	80.82	12.73	53.48					33.55
Total TESI Score	A	26	70.69	12.67	57.00	-1.14	0.26	-0.45	0.65	28.87
	B	33	74.30	11.59	51.38					30.89

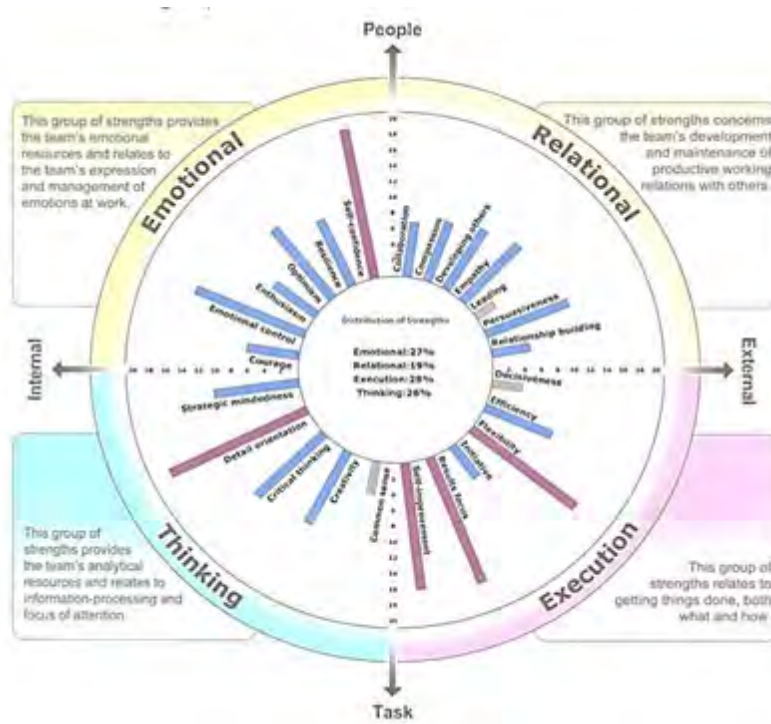
The comparison between all Teams A (Unsuccessful) and all Teams B (Successful): Merged Results: TESI

Group Profiles: StrengthScope® Averages

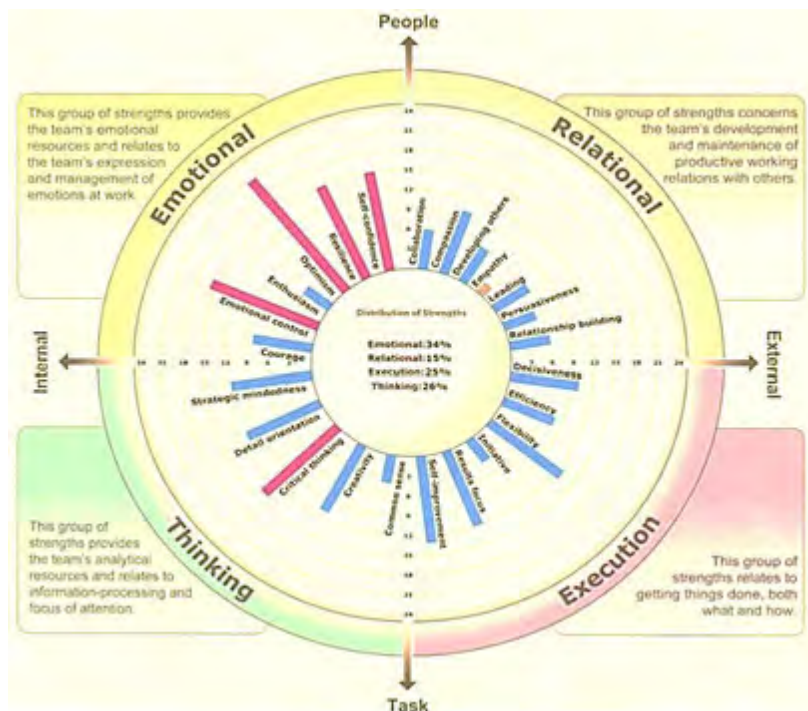
StrengthScope®						
Emotional	International Group A	International Group B	National Group A	National Group B	Average of International and National Group A	Average of International and National Group B
Courage	2	2	4	5	3.0	3.5
Emotional Control	6	7	9	9	7.5	8.0
Enthusiasm	1	1	5	3	3.0	2.0
Optimism	7	6	4	14	5.5	10.0
Resilience	5	6	7	9	6.0	7.5
Self-Confidence	10	5	9	140	9.5	7.5
Mean	5.17	4.50	6.33	8.33	5.75	6.42
Std. Deviation	3.31	2.43	2.34	3.88	2.54	3.02
Relational	International Group A	International Group B	National Group A	National Group B	Average of International and National Group A	Average of International and National Group B
Collaboration	3	2	3	4	3.0	3.0
Compassion	6	4	2	6	4.0	5.0
Developing	5	2	3	4	4.0	3.0
Others	4	1	6	1	5.0	1.0
Empathy	2	2	1	3	1.5	2.5
Leading	5	2	7	2	6.0	2.0
Persuasiveness	3	1	3	5	3.0	3.0
Relationship Building						
Mean	4.00	2.00	3.57	3.57	3.79	2.79
Std. Deviation	1.41	1.00	2.15	1.72	1.47	1.22

Execution	International Group A	International Group B	National Group A	National Group B	Average of International and National Group A	Average of International and National Group B
Decisiveness	4	6	1	3	2.5	4.5
Efficiency	2	1	6	7	4.0	4.0
Flexibility	9	6	6	6	7.5	6.0
Initiative	0	1	4	3	2.0	2.0
Results Focus	9	5	8	7	8.5	6.0
Self-Improvement	5	2	11	10	8.0	6.0
Mean	4.83	3.50	6.00	6.00	5.42	4.75
Std. Deviation	3.66	2.43	3.41	2.68	2.92	1.60
Thinking	International Group A	International Group B	National Group A	National Group B	Average of International and National Group A	Average of International and National Group B
Common Sense	1	2	3	2	2.0	2.0
Creativity	8	4	2	7	5.0	5.5
Critical Thinking	6	7	5	7	5.5	7.0
Detail Orientation	6	4	12	7	9.0	5.5
Strategic Mindedness	5	5	5	6	5.0	5.5
Mean	5.20	4.40	5.40	5.80	5.30	5.10
Std. Deviation	2.59	1.82	3.91	2.17	2.49	1.85

Illustrated integrated StrengthScope® profiles:

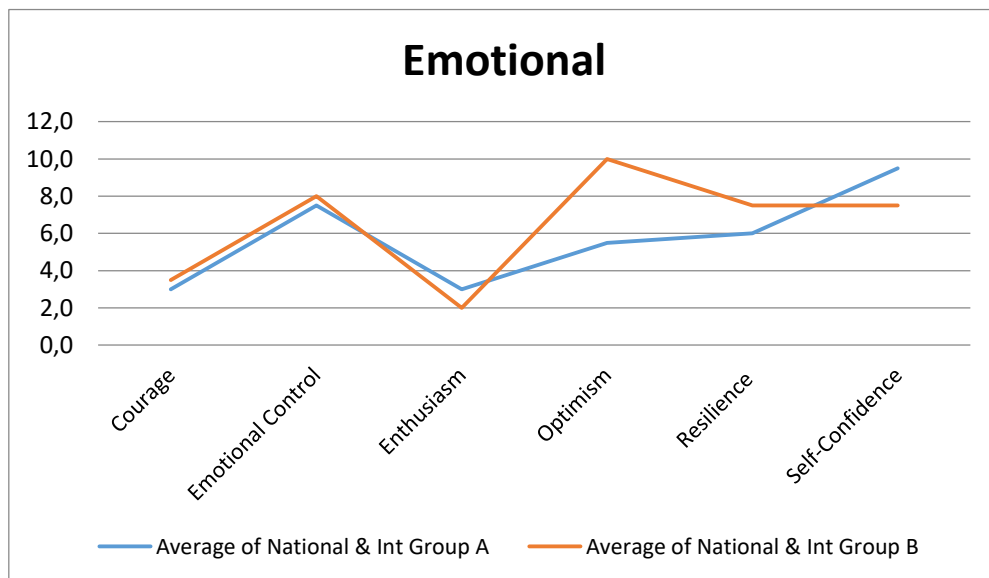


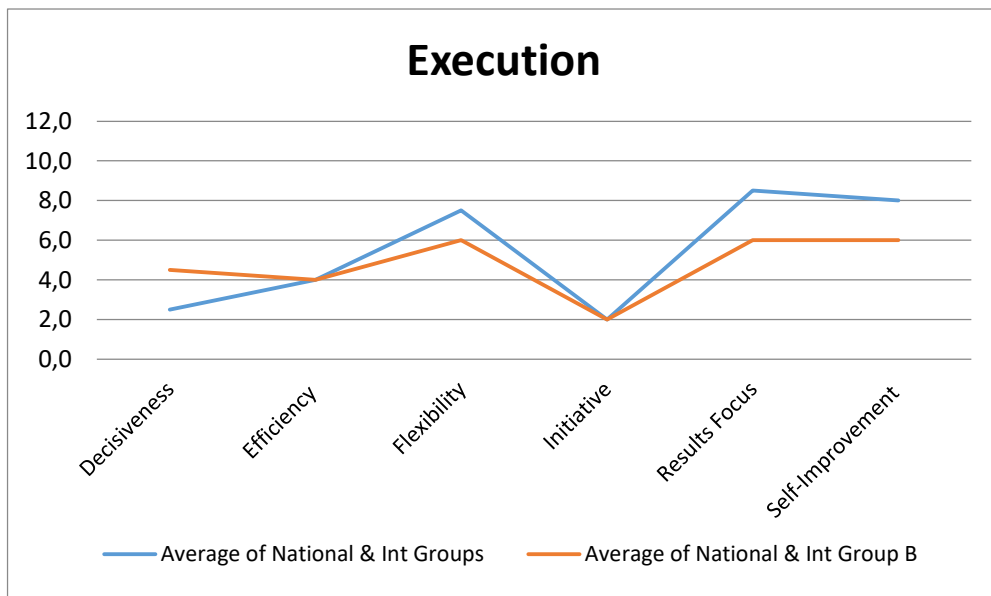
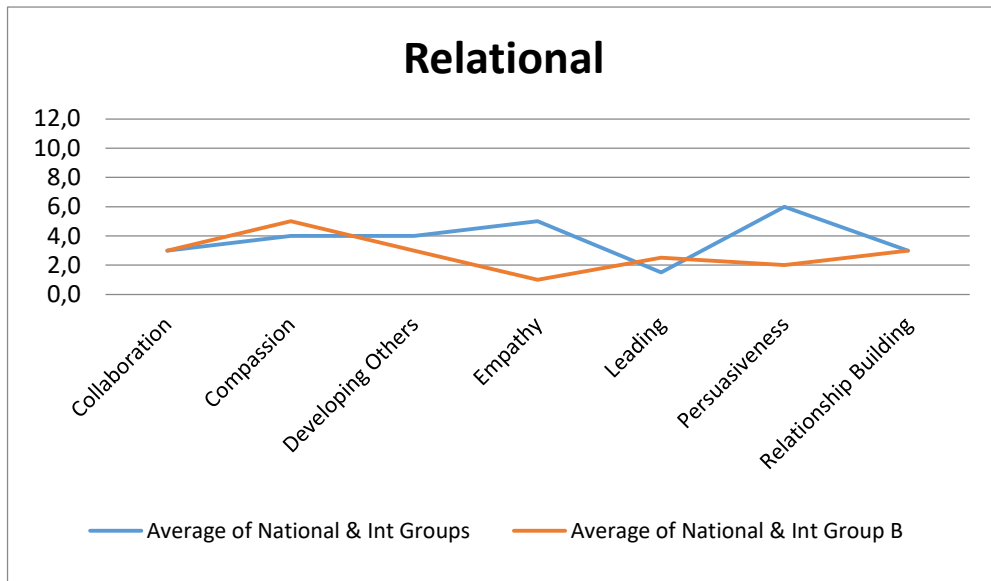
Group A: Unsuccessful Groups Combined (International and National Cases)

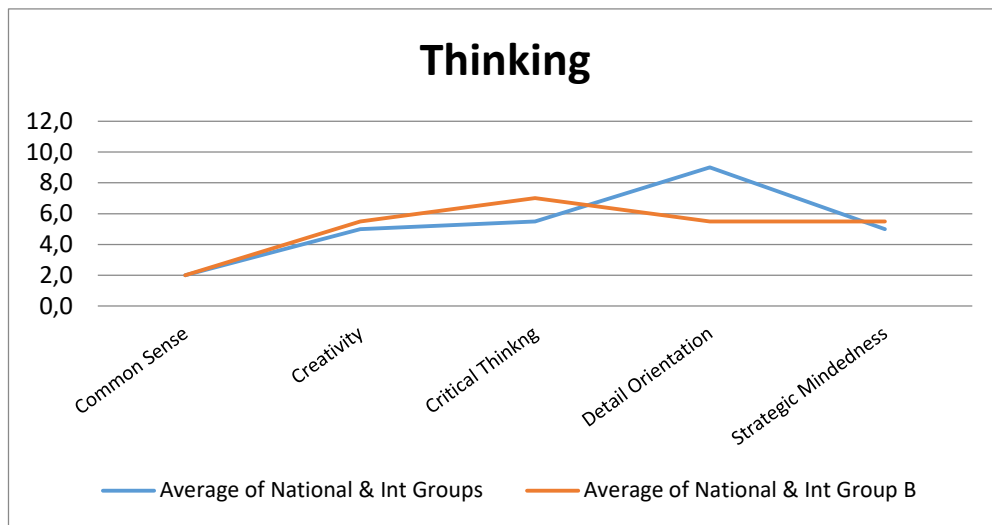


Group B: Successful Groups Combined (International and National Cases)

Graphic presentations providing overviews of group results per strength cluster:







**TESI overview of the differences between team A (unsuccessful) and team B (successful):
International and National Cases**

Annexure P: Information on Participants: International Case: Semi-Structured Interviews and Focus Group Discussions

Semi-Structured Interviews: Innovation Sponsors/Champions

Country	Position of Innovation Sponsors /Champions	Duration of Interview	Group A (Unsuccessful)	Group B (Successful)	Additional (No Group)	Sex	Mode
Namibia	CEO	1 hour		✓		M	Face-to-Face
RSA	International CEO	1 hour		✓		M	Face-to-Face
Kenya	Acting CEO	1 hour		✓		M	Telephonic
Botswana	Corporate Manager	45 minutes		✓		F	Telephonic
Lesotho	General Manager	45 minutes	✓			F	Telephonic
Kenya	GM: Corporate Business	1 hour	✓			M	Telephonic
Kenya	Product Development	45 minutes	✓			M	Telephonic
RSA	Manager	1 hour			✓	M	Telephonic
RSA	Chief Commercial Officer	50 minutes			✓	M	Telephonic
RSA	Head: International Brand	1 hour			✓	M	Telephonic
	Acting Regional Chairman: East African Countries						

Declines: Two Group A Innovation Sponsors/Champions (Lesotho and Zambia) both males.

Participants Group A (Unsuccessful) and Group B (Successful): Semi-Structured Interviews: International Case

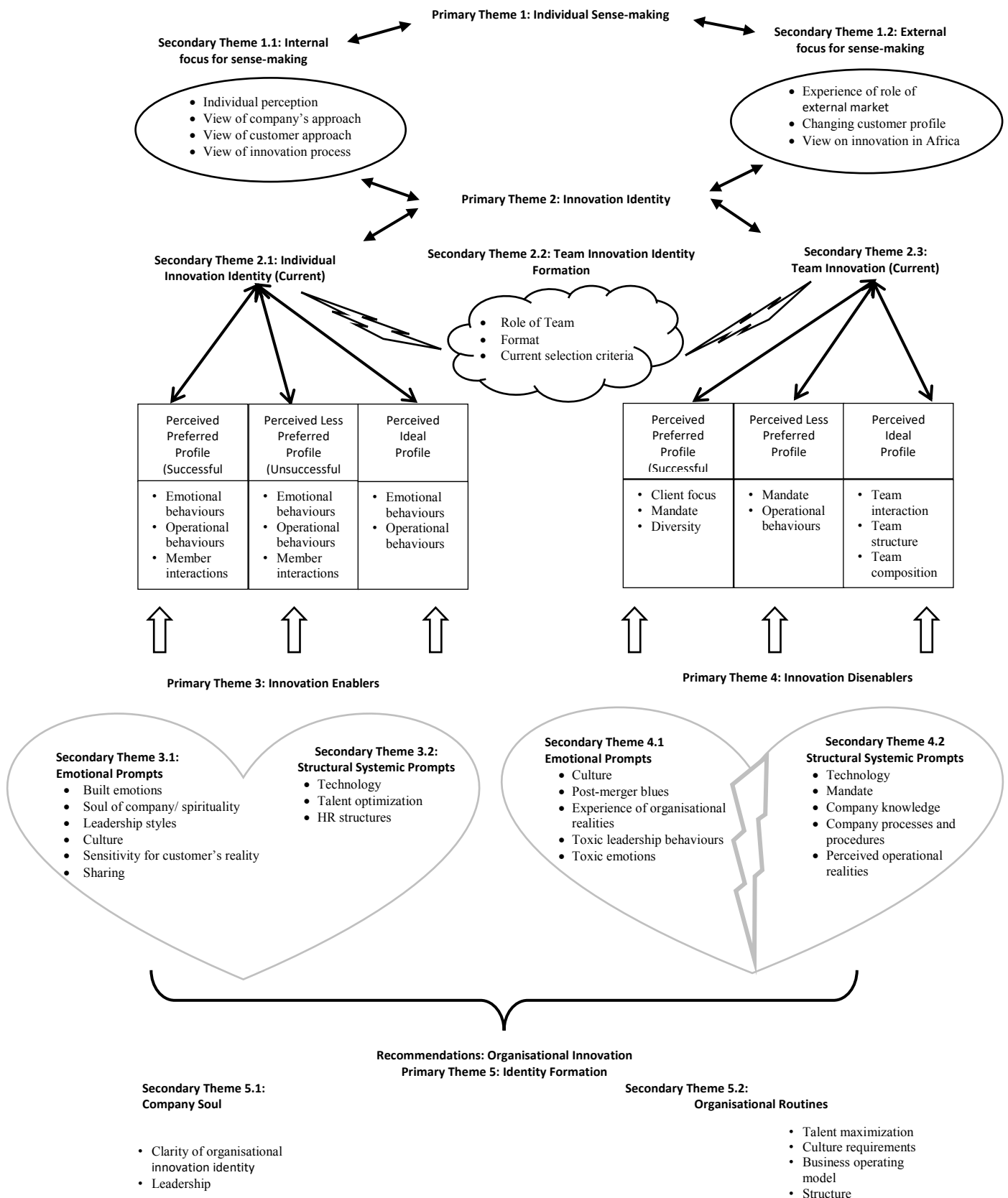
Focus Group Discussions: Participants: Successful and Unsuccessful Groups

Country	Positions of Participants	Duration of Discussion	Group A (Unsuccessful)	Group B (Successful)	Sex	Mode
Namibia	CEO: Distribution Chief Operations Officer Asset Management Business Head: Group Services Financial Manager General Manager: Marketing	2 hours		✓	M M M F F M	Face-to-Face
RSA	Development, Sales Management & Sales Development Marketing: Brands Asset Management	2 hours		✓	M F F	Face-to-Face
RSA	Health Operations Support General Business Support: Health System Business Analyst Oracle Developer in IT	2 hours	✓		F F M M	Face-to-Face
Botswana	Claims Supervisor Provider Relations & Customer Marketing Claims Assessor Claims Processing & Cus MI BWA Contribution Supervisor MI BWA	2 hours	✓		F M M F F F	Audio Conference

Botswana	Divisional Service Manager Chief Operations Officer Principal Officer Client Service Team Leader	2.5 hours		✓	F M M F	Audio Conference
Zambia	Operations Manager Customer Service Manager Head: Billings Finance Manager	2 hours	✓		M M M M	Audio Conference
Lesotho	Office Manager Administration Supervisor Accountant New Business Manager Operational Manager	45 minutes	✓		F M F M M	Audio Conference
Lesotho	Head New Business Internal Auditor Compliance and Legal Officer	1 hour		✓	F M F	Audio Conference
Kenya	HR Admin Manager Individual Line Manager IT Manager: Life Section	1 hour		✓	F M M	Audio Conference
Kenya	Risk Manager Innovations Manager Operations Manager: Life Senior ICT Officer Senior Manager: Underwriting	1.5 hours		✓	M M M M F	Audio Conference
			19 participants	24 participants		

Participants Group A (Unsuccessful) and Group B (Successful): Focus Group Discussions

Annexure Q₁: Visual Summary: Coding Process: International Case



Graphic Presentation of Coding Process: Semi-Structured Interviews: Innovation Sponsors/Champions: International Case

Research Activity: Manual Coding

Semi-Structured Interviews: Innovation Sponsors/Champions: International Case

INDEX

1. Category: Innovation: Internal Focus for Sense-Making
 - 1.1 **Sub-Categories**
 - 1.1.1 Individual Sense-Making
 - 1.1.2 View of Company Approach
 - 1.1.3 View of Customer Approach
 - 1.1.4 View of Innovation Process in Organization
2. Category: Innovation: External Focus for Sense-making
 - 2.1 **Sub-Categories**
 - 2.1.1 Experience of Role of External Market
 - 2.1.2 Changing Customer Profile
 - 2.1.3 View on Innovation in Africa
3. Category: Individual Characteristics: Current Successful Team Members: Individual Profiles
 - 3.1 **Sub-Categories**
 - 3.1.1 Emotional Behaviours
 - 3.1.2 Operational Behaviours
 - 3.1.3 Member Interaction
4. Category: team Characteristics: Current Successful Team Members
 - 4.1 **Sub-Categories**
 - 4.1.1 Client Focus
 - 4.1.2 Mandate
 - 4.1.3 Diversity
5. Category: Individual Characteristics: Current Unsuccessful Team Members: Individual Profiles
 - 5.1 **Sub-Categories**
 - 5.1.1 Emotional Characteristics
 - 5.1.2 Operational Behaviours
 - 5.1.3 Member Interaction
6. Category: Team Characteristics: Current Unsuccessful Team Members
 - 6.1 **Sub-Categories**
 - 6.1.1 Mandate
 - 6.1.2 Operational Behaviours
7. Category: Current Team Identity Formations
 - 7.1 **Sub-Categories**
 - 7.1.1 Role of the Team
 - 7.1.2 Format
 - 7.1.3 Current Criteria for Choosing Team Members
8. Category: Innovation Enablers: Emotional Prompts
 - 8.1 **Sub-Categories**
 - 8.1.1 Built Emotions
 - 8.1.2 Soul of Company/Spirituality
 - 8.1.3 Orientation of the Innovation Champion/Sponsor
 - 8.1.4 Leadership Styles
 - 8.1.5 Culture
 - 8.1.6 Sensitivity for External Reality of Customer
 - 8.1.7 Sharing

9. Category: Innovation Enablers: Organizational Structural/Systemic Prompts
 - 9.1 **Sub-Categories**
 - 9.1.1 Technology
 - 9.1.2 Talent Optimization
 - 9.1.3 HR Structures
10. Category: Organizational Disenablers: Organizational Structural Systemic Prompts
 - 10.1 **Sub-Categories**
 - 10.1.1 Technology
 - 10.1.2 Mandate
 - 10.1.3 Company Knowledge
 - 10.1.4 Company Processes and Procedures
 - 10.1.5 Perceived Operational Realities
11. Category: Organizational Disenablers: Emotional Prompts
 - 11.1 **Sub-Categories**
 - 11.1.1 Culture
 - 11.1.2 Post-Merger Blues
 - 11.1.3 Experience of Organizational Realities
 - 11.1.4 Toxic Leadership Behaviours
 - 11.1.5 Toxic Emotions
12. Category: Recommendations for Improvement: Individual Profiles
 - 12.1 **Sub-Categories**
 - 12.1.1 Emotional Behaviours
 - 12.1.2 Operational Behaviours
13. Category: Recommendations for Improvement: Teams
 - 13.1 **Sub-Categories**
 - 13.1.1 Team Interaction
 - 13.1.2 Team Structure
 - 13.1.3 Team Composition
14. Category: Recommendations for Improvement: Company Soul
 - 14.1 **Sub-Categories**
 - 14.1.1 Clarity of Organizational Identity as Regards Innovation
 - 14.1.2 Leadership
15. Category: Recommendations for Improvement: Organisational Routines
 - 15.1 **Sub-Categories**
 - 15.1.1 Talent Maximization
 - 15.1.2 Culture Requirements
 - 15.1.3 Business Operating Model
 - 15.1.14 Structures

Manual Coding
Research Activity: Semi-Structured Interviews
Research Activity: Innovation Sponsors/Champions: International Case

1. Category: Innovation: Internal Focus for Sense-Making

<p>1.1 Individual Sense-Making</p> <p>P6NC: "...big bang theory ... an innovation is only an innovation if it is a radical different way of approaching a market or service ... other ... small incremental changes doing things slightly differently...."</p> <p>P3NC: "So you can respond on time – or be ready when the change comes. So innovation is just being constantly at the right place at the right time and being able to respond."</p>	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Novelty (P1NC; P5NC) • Product development and excellence (P4NC) • Research leading to new solutions (P4NC) • Disruptive or incremental (P6NC) • Focus on client (P5NC) • Maximizing company value (P3NC) • Timeous response to market (P3NC)
<p>P7NC: "I am definitely excited about innovation as it makes our lives easier."</p>	<p><u>Group A</u></p> <ul style="list-style-type: none"> • Novelty (P7NC) in systems and products (P10NC) • Product development (P10NC) • Value-adding for business (P10NC) • Challenge status quo (P7NC) • Improvement (P7NC)
<p>P8NC: "...that is what I see as perfect innovation. It uses what is already there and just repackages it in a way that creates benefits, reduces costs, makes it something more efficient...."</p>	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> • Novelty (P8NC) • Cost-efficiencies (P8NC) • Doing things differently: work processes (P8NC) • Structural changes (P8NC)
<p>1.2 View on Company Approach</p> <p>P2NC: "I have an approach... You get given a job description, then you get given a sort of an opportunity to set your own boundary, okay, and then beyond that, you can participate in what I call extreme sports."</p>	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Regional research and benchmarking (P1NC) • Customer focus (P4NC) • Strategic pillar/strategy (P4NC) • Driver: innovation policies and not strategy (P5NC) • Technology as a key differentiator and enabler (P5NC) • Technology platform/portal in-house to gather ideas (P5NC) • Product excellence as differentiator (P4NC) • Taking staff out of comfort zone (P2NC) • Innovations department with an Innovations Manager (P5NC) • Cross functional think tank (P5NC) • Most, best shortlisted ideas are pursued (P5NC) • Regional presence (P4NC)
	<p><u>Group A</u></p>

<p>P10NC: "When it comes to product development our mother company is involved but we can come up with an idea."</p> <p>P10NC: "...like now we saw if a law has changed, that employees need these benefits... that is innovation."</p>	<ul style="list-style-type: none"> Improvement (service, product, process) (P7NC) Growth (P10NC) Part of strategy meetings with several created structures (P7NC) Head Office play a strong role (P10NC) No separate budget (P7NC; P10NC) Reactive: legislative changes (P10NC) Buy up smaller successful innovative concerns (P10NC)
<p>P6NC: "We have a recipe, and we are going to apply the recipe, and innovation is about that."</p> <p>P6NC: "...the company does not always know how to innovate and sometimes get stuck on buzz words. ...meetings... language... we use all the right buzz words, but we don't do anything, ... and we haven't built a single product market..."</p>	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> Buy up smaller successful innovative concerns (P9NC) Technological platform: open to all to post ideas (P9NC) Mechanistic approach (P8NC) Creation of separate independent business: incubator for ideas (P9NC) Company lacks sufficient knowledge and on innovation mechanics (P6NC) Linguistic approach to define innovation (P6NC)
<p>1.3 <u>View on Customer Approach</u></p> <p>P4NC: "...able to be creative and innovative in terms of how you deploy your product... how you predict consumer behaviour and solve that... conveniently and quickly."</p> <p>P3NC: "...so what we are good at is building relationships over time that would retain our customers for a long time and we upsell to them We tend to have fewer products but take time to know the market.... So that is the difference. We were, are very patient in how we approach the whole process."</p> <p>P3NC: "...there is a lot of innovation from our customers... listening, be open and always try to place myself in the shoes of say, my clients."</p>	<p><u>Group B</u></p> <ul style="list-style-type: none"> Customer centricity (P4NC, P6NC, P3NC); as strategic pillar (P4NC); empathy (P3NC); relationships (P3NC) Customer retention: (innovative products (P1NC); understanding client and market (P4NC)) Innovating with the customer (P4NC; P3NC) Technology support needed for a customer focus (P5NC) Timeous responses (P5NC) Cultural intelligence regarding customer base (P4NC) Service as competitive edge (P4NC) Research and benchmarking (P5NC)
<p>P10NC: "We are in the business to serve our customers... so adding value means meeting the expectations of the customer, even if you exceed those expectations. So that is what is to me adding value means."</p>	<p><u>Group A</u></p> <ul style="list-style-type: none"> Customer centricity: focus (P7NC; P10NC) Direct customer contact to solve customer problems quickly (P7NC; P10NC)

P6NC: "So by its very essence it is not innovative nor client centric. So this is what happens to Corporates if they do not know how to execute on the buzz words and innovations."	<u>Overall (not in Group A/B)</u> <ul style="list-style-type: none"> Linguistic barriers and confusion take company further away from customer (P6NC) Client centricity (empathy) (P6NC; P9NC)
1.4 View on Innovation Process in Organization P3NC: "We have meeting where we collect all the ideas as a team. We discuss and determine the merit of all of them."	<u>Group B</u> <ul style="list-style-type: none"> Benchmarking (P3NC) Measure customer feedback (P4NC) Improved products test against customer perceptions (P4NC) Team roles based on training, expertise of team members (P3NC)
	<u>Group A</u> ---
	<u>Overall (not in Group A/B)</u> ---

2. Category: Innovation: External Focus for Sense-Making

2.1 Experience of Role of External Market P1NC: "People, customers have more information out there, because of the internet you know. They have more information about what we need to be offering them."	<u>Group B</u> <ul style="list-style-type: none"> Increased competition requires unique products or features of products (P1NC; P4NC) New market dynamics (P1NC) New game changers in markets e.g. cell phones (P5NC) Market maturity exceeds traditional product offerings (P1NC) Traditional business sector slows innovation process (P5NC) Competition ahead in certain areas of business (P5NC)
	<u>Group A</u> <ul style="list-style-type: none"> External environment prompts innovation (P10NC)
P9NC: "...need to stay on top of the game.... So if you do things the same, someone will overtake you."	<u>Overall (not in Group A/B)</u> <ul style="list-style-type: none"> Updatedness on market trends (P9NC)
2.2 Changing Customer Profile P5NC: "Our market is quite technology savvy... young people... are technology savvy. They are bad at paper work and they love their gadgets."	<u>Group B</u> <ul style="list-style-type: none"> Customers are demanding more due to being more informed and educated (P1NC) Changed profile renders traditional service offerings inappropriate (P1NC) Cater for younger generations (Y) way of life (applications) (P5NC)
	<u>Group A</u> ---
	<u>Overall (not in Group A/B)</u> ---
2.3 View on Innovation in Africa P4NC: "...I think we want to be fed... no entrepreneurs in this country... you rely and depend on a tender... you owe me attitude...."	<u>Group B</u> <ul style="list-style-type: none"> African culture not conducive to innovation (P4NC)

The problem – we come from the mentality, go to university and get a job.”	
	<u>Group A</u> ---
<p>P6NC: “So my hypothesis would be that in the deviation between organizational factors and the environment will be much higher than the deviation between cultural factors.”</p> <p>P6NC: “To be honest with you when I think of innovation I do not think of Africa at all... there are innovative things in Africa but...”</p>	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> • Cultural secondary driven organization set-up main driver (P6NC) • Insufficient (P6NC) • Africa highly innovative (P9NC) • Understand country culture to be successful (P9NC)

3. Category: Individual Characteristics: Current Successful Team Members: Individual Profiles

<p>3.1 <u>Emotional Characteristics</u></p> <p>P5NC: “Untamed... they tend to come up with, can I say, crazy ideas?”</p> <p>P5NC: “...high energy level... sense of purpose... doing something worthwhile...”</p> <p>P2NC: “But set your own boundaries beyond that, push the limit, okay, and that means if you push the limit that you must accept that you will tread on people’s toes.”</p> <p>P4NC: “...outliers...”</p> <p>P5NC: “Yes, they still do their normal work and find time now for meetings at the think tank.”</p> <p>P5NC: “...has deliberately decided to have a common pot for all ideas that come through...”</p>	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Open-minded (P1NC; P2NC) • Focus (do not get bogged down in operational issues) (P1NC; P3NC) • Emotional inclination to cope with criticism (P1NC) • Emotional maturity (P2NC) • Team orientation (P1NC; P4NC) with a collaborative orientation (P3NC) • Free thinking (P5NC; P4NC) • Enthusiasm, excitement optimism (P5NC; P6NC) • Assertiveness (challenge the status quo) (P2NC) • Extreme people (P4NC) • Lack of fear (P2NC) • Keen to participate despite extra work (P4NC) • Not so intelligent (P4NC) • Past and future outlook towards innovation (P2NC) • Flexibility (P5NC) • Willingness to make time sacrifices (P5NC) • Informal approach (P5NC) • Self-efficacy (P2NC) • Both introverted and extroverted people (P5NC) • Preparedness to share ideas (P5NC) • Experience and expertise (P3NC)
<p>P7NC: “But you will see mostly in this team, once everybody understands and everybody has the chance to give a bit of input – you will see a change in behaviour. Almost as if they are motivated and feel more important, if I can say it that way.”</p>	<p><u>Group A</u></p> <ul style="list-style-type: none"> • Self-efficacy (P7NC) • Self-esteem (P7NC) • Focus (clear goals and output specification for teams) (P7NC) • Supportive of change (P7NC) • Excitement (P7NC) • Commitment (P7NC) • Seem happy (P7NC)
<p>P8NC: “...able to convince people – if you want it to</p>	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> • Resilience (P8NC)

<p>be implemented.”</p> <p>P8NC: “You got to have that capability to drive, believe in what you are doing and drive that through.”</p> <p>P8NC: “The guy who came up with it had a fantastically deep insight into certain technology.”</p> <p>P6NC: “I knew we kind of won the branch banking staff over when a lady that worked in a branch... came up with the training material we have using as a crossword puzzle.”</p> <p>P6NC: “Some of the people who worked on it described it as the highlight of their careers.”</p> <p>P6NC: “Yes, the team worked on implementing it and taking it to market.”</p>	<ul style="list-style-type: none"> • Realistic positivity (P8NC) • Assertiveness (P8NC) • Communication skills (P8NC) • Strong-willed (P8NC) • Self-efficacy (P8NC) • Self-confidence (P8NC) • High conceptual think (P8NC) • Turn negative into a positive with mindset and subsequent action (P9NC) • Intrinsically motivated (P6NC) <ul style="list-style-type: none"> • Feelings of fulfilment (P6NC) <ul style="list-style-type: none"> • Cohesion and team spirit (P6NC) • Feeling and experience sense of closure (P6NC) • Feeling of worthiness (make contribution) (P6NC) • Positivity due to task completion (P6NC)
3.2 Operational Behaviours	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Excellent planning to deliver on time and profitably (P1NC) • Timeline follows that of Innovation Manager (P5NC) • Fully integrated process (P5NC)
	<p><u>Group A</u></p> <p>---</p>
	<p><u>Overall (not in Group A/B)</u></p> <p>---</p>
3.3 Member Interaction	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Caring behaviours (P3NC) <ul style="list-style-type: none"> • Honest communication behaviours (P2NC) • Sense of ownership (P3NC) <ul style="list-style-type: none"> • Teachable members (P3NC) • Sense of cohesion (P6NC; P3NC) • Supportive and complementary towards different members (P2NC) <ul style="list-style-type: none"> • Respectful and non-judgmental towards others ideas (P3NC) allowing each other space to express ideas (P3NC)
<p>P3NC: “...and they formed friendships. What started as a purely working relationship... you find that people meet over a weekend, ...private time, discussing the idea.”</p> <p>P3NC: “Most important, it is the ownership and the learnings that you get when you have different skills to the table. The most important part is the sharing of information and the vision of us as a team.”</p> <p>P2NC: “So we said you must watch out this guy – the blind spot must be covered by you, because he is covering your blind spot.”</p> <p>P3NC: “There is no such thing as silly questions as you appreciate people cannot know everything – things are quite complex.”</p>	
<p>P11NC: “They... you can see they are very happy, feel important, they feel they matter as people are listening to what they are saying. They are not shot down.”</p>	<p><u>Group A</u></p> <ul style="list-style-type: none"> • Sense of involvement (P11NC) • Respectful towards others contribution (P11NC) • Build each other’s self-worth and self-efficacy (P11NC) • Belief in everyone’s ability to be innovative (P10NC)
	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> • Belief in everyone’s ability to be innovation

	(P9NC) • Willingness to share for the bigger good (P6NC)
--	---

4. Category: Team Characteristics: Current Successful Team Members

4.1 Client Focus	<u>Group B</u> • Client centricity (P1NC)
	<u>Group A</u> ---
	<u>Overall (not in Group A/B)</u> • Understand the customer (P8NC)
4.2 Mandate P6NC: We had a vision, which was very clear... and the measure was clear...." P6NC: "... the team's mandate stop when it was launched."	<u>Group B</u> • Clear deliverables and output specifications (P6NC; P1NC) • Delineated responsibilities (P1NC) • Team members rotate (P5NC) • Committee based (P3NC) • Rigorous process (P3NC) • Structures improves decision-making (P3NC)
P7NC: "... a change in behaviour because they can see what the team wants to achieve. ... just in the beginning that you start up a committee where there might be an uncertainty of what is expected, then everybody pools in and give their contribution."	<u>Group A</u> • Clarity of goal and purpose (P7NC)
P8NC: "So there, for all of them I have the same guy, pulling it from the beginning to the end." P6NC: "... we all had a clear objective what we are working on... and we were allowed within those parameters... the environment was enabling."	<u>Overall (not in Group A/B)</u> • Leadership continuity in team (P8NC) • Responsible freedom (freedom within the structure) (P6NC) • Timing of innovation effort must be right (P8NC)
4.3 Diversity	<u>Group B</u> • Gender and age balanced (P5NC)
P7NC: "... there is a cultural influence into projects.... But as soon as they see each other as part of the team, then that doesn't matter anymore."	<u>Group A</u> • All age groups on teams (P7NC) • Cultural diversity a strength with established team identity (P7NC)
	<u>Overall (not in Group A/B)</u> ---

5. Category: Individual Characteristics: Current Unsuccessful Team Members: Individual Profiles

5.1 Emotional Characteristics P5NC: "They don't attend meetings, you'll find that they're not contributing to any ideas." P1NC: "... by virtue of my position I am expected to	<u>Group B</u> • Lack emotional maturity (P1NC) • Burn-out (emotional fatigue leading to disinterest and disengagement) (P5NC) • Apathy (P5NC) • Inflexibility (P5NC; P3NC) • Lack delivery (P5NC) • Difficult to cope with idea rejection (P5NC) • No personal influence (only positional) (P1NC)
---	---

<p>be part of the innovation team.”</p> <p>P5NC: “... because they not being sharing information, which requires burning the midnight oil.”</p> <p>P2NC: “... leave-us-alone-and don’t look at what we are doing....”</p> <p>P2NC: “... Denial... and lots of blame... they push blame all over the show.”</p>	<ul style="list-style-type: none"> • Egocentricity (P5NC) • Give up easily (P3NC) • Unpreparedness to put in any extra effort (P3NC) • Defensiveness (P2NC) • Silo thinking (P2NC) • Accusatory in behaviour (P2NC)
<p>P11NC: “... or you might find people who do not want to come up with ideas as they think their jobs might be in jeopardy if they change the process.”</p>	<p><u>Group A</u></p> <ul style="list-style-type: none"> • Unhappiness (P11NC) • Unwillingness to participate (P11NC) • Lack information and understanding (P11NC) • Difficult to accept change (P11NC) • Fear of unknown (P11NC) • Fear of losing jobs if innovative (P11NC)
<p>P9NC: “Do not be a puppy, do not be scared to put your hand up. If you believe in something you know, speak up. Give your opinion, discuss it in the Boardroom. Don’t let the pink elephant take over.”</p> <p>P9NC: “... I think many people just look at their jobs from the lens of why they are there e.g. as Accountant I will be there from a credit and balance point of view.... But you don’t have a helicopter view.... You cannot just look at your little cabbage patch all the time.”</p>	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> • Non-assertive (passive) (P9NC) • Limited view due to self-imposed barriers (P9NC) • Non-assertive (passive) (P9NC)
<p>5.2 Operational Behaviours</p>	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Cost efficiencies at the expense of product adaptation or development (P1NC)
	<p><u>Group A</u></p> <ul style="list-style-type: none"> • Uncertainty regarding expectations (P7NC)
<p>P6NC: “You actually create more work for yourself by thinking outside of the box and thinking smarter.”</p>	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> • Non-existence of teams (P6NC) • Bureaucratic mindset prevents innovative behaviours (P6NC) • Avoid additional workload due to recurring improvements (laziness) (P6NC)
<p>5.3 Member Interaction</p> <p>P4NC: “Some people shoot others’ ideas down, some want, to dominate because of their hunger for “It was me” type of thing.”</p> <p>P5NC: “... when she was part of the team this element of ... not going the same direction as the innovations manager.”</p> <p>P3NC: “A number of times the good ideas was sort</p>	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Lack team orientation (P4NC) • Members pursue own personal agenda (P1NC) • Succumbing to internal politics (P1NC) • Aggressive/domineering behaviour (P4NC) • Egotistical behaviour (P4NC) • Strong individualistic behaviours (P4NC; P5NC) • Members do not listen to each other (P3NC) • Disrespectful towards others’ ideas (P3NC)

<p>of side-tracked or not properly implemented because as there was a team that did not listen, there was a team with disrespect, a team who thought that was a crazy idea, it cannot work.”</p> <p>P3NC: “... they will step on each other’s toes.”</p> <p>P3NC: “So when someone would say something that does not make sense, there would be silence and people will be more focused on doing what they need to do. So the element of participation, helping each other to understand to make sense and working together as a team does not exist.”</p>	<ul style="list-style-type: none"> • Member interaction prevents idea implementation (P3NC) • Argumentation (P3NC) • Unpreparedness to create space for people to grow (P3NC) • Hierarchical approach (P2NC) • Behaviours unaligned with corporate goals (P2NC) • Problem-minded instead of opportunity minded (P2NC) • Not focused on collaboration (P2NC) • Overuse culture as excuse for non-action (P2NC)
<p>P7NC: “... some people are just strong people. They have a tendency to push the introverts down because they are more extroverted and can talk.”</p>	<p><u>Group A</u></p> <ul style="list-style-type: none"> • Strong personalities overpower more quiet members (P7NC)
<p>P9NC: “... because people have their own agendas in terms of what they currently been measured against.”</p>	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> • Lack overall viewpoint of scheme of things (P9NC) • Individualistic view of success (P9NC)

6. Category: Individual Characteristics: Current Unsuccessful Team Members

<p>6.1 <u>Mandate</u></p>	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Lack of clarity on goals (P1NC) • Committee based structure causes delays in decision-making (P3NC)
	<p><u>Group A</u></p> <p>---</p>
	<p><u>Overall (not in Group A/B)</u></p> <p>---</p>
<p>6.2 <u>Operational Behaviour</u></p>	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Lack implementation plans (P1NC)
	<p><u>Group A</u></p> <p>---</p>
	<p><u>Overall (not in Group A/B)</u></p> <p>---</p>

7. Category: Current Team Identity Formulation

<p>7.1 <u>Role of the Team</u></p>	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Meritorious role (determine merit of all ideas) (P1NC; P3NC; P4NC) • Definite role (P4NC)
	<p><u>Group A</u></p> <ul style="list-style-type: none"> • Team approach for problem-solving (P7NC) • Positive expectations from all in office (P10NC)

	<u>Overall (not in Group A/B)</u> <ul style="list-style-type: none"> Important role (P8NC)
7.2 <u>Format</u>	<u>Group B</u> <ul style="list-style-type: none"> In flux (P1NC) Working according to fixed parameters (P1NC) Workload additional to normal duties (P5NC)
	<u>Group A</u> ---
	<u>Overall (not in Group A/B)</u> ---
7.3 <u>Current criteria for choosing team members</u> P5NC: "Once we started... we then now find people that have technical skills in the area we are looking at." P2NC: "So I am looking for people who first can understand what makes the other person ticks, rather than what their needs are. It is a kind of..., yes, what makes the person ticks." P2NC: "And when I say tick, I mean what will make the person wants to engage." P2NC: "Yes absolutely, seriously important... clever people will over-emphasize sensitivities that keep them disproportionally disadvantaged." P3NC: "This is not a requirement, so you put up your hand and say you want to be part of a team. Secondly, you normally come through your department." P3NC: "Normally we do not invite a member who is already in trouble with his department; so if ... performance is under review, this could probably put a strain on you as an extra requirement. You need to show you have the capacity to handle extra work."	<u>Group B</u> <ul style="list-style-type: none"> Uncertain (P1NC) Individual experience and expertise (P1NC) Voluntary (P1NC) Confidence of member (P1NC) Team composition based on output required (P5NC; P4NC) High levels of intuitive thinking (P2NC) Ability of members to suspend judgment (P2NC) No impulsivity (P2NC) Emotional intelligence (P2NC) Departments who are keen/interested in innovation (P5NC) Willingness and forward thinking (P5NC) Energetic and drive to pursue new ideas (P5NC) Social intuition (P2NC) Observation skills (behaviour, culture) (P2NC) Strong interest in engaging with others (P2NC) Intercultural sensitivity (P2NC) Generation Y to cater for market needs (P5NC) Tend to avoid those with long tenure as they resist change (P5NC) Team of six members only (P5NC) People who show personal initiative (P3NC) Nominated by department and not voluntarily (P3NC) Performance problems exclude a person from team membership (P3NC) Multi-disciplinary (P4NC) Different layers of management represented (P4NC)
	<u>Group A</u> <ul style="list-style-type: none"> Include different layers/cross functional (P7NC)
	<u>Overall (not in Group A/B)</u> <ul style="list-style-type: none"> Multi-disciplinary and multi-functional (P6NC)

8. Category: Innovation Enablers: Emotional Prompts

<p>8.1 <u>Built Emotions</u></p> <p>P5NC: "To have an end solution for our customers, but we have not left it there, we want to take it to the next level."</p> <p>P5NC: "... given that a few countries, I think we are a step ahead... the department.... It's quite new, but it has been very successful. Completely successful."</p> <p>P2NC: "... lower the boundaries or hurdles for asking permission...."</p> <p>P2NC: "... it was when you create a sense of wealth creation in the minds of people and they see the possibility of taking one generation into a different lifestyle... that creates a lot of excitement."</p>	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Future orientation (P5NC; P2NC) • Positive feelings about own innovation abilities as a company (P5NC) • Less permission seeking behaviour, more responsible freedom (P2NC) • Abundance mentality (P2NC)
	<p><u>Group A</u></p> <p>---</p>
<p>P6NC: "... if you do something smarter... then... and you take it to your line manager who is then accountable to you to let you know what is going to happen with the innovation..."</p>	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> • Reverse accountability (P6NC)
<p>8.2 <u>Soul of Company/Spirituality</u></p> <p>P2NC: "... where work covers the elements of dignity, their needs, excitement and their development."</p> <p>P2NC: "... when there is an injury they brought everybody back to base that we can look after them.... So you stop, you bring him home, you rebuild them."</p> <p>P2NC: "... and that means if you push the limit you must accept that you will tread on people's toes. And when you do this, you must be gracious enough to ask for forgiveness (laughter)."</p>	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Acknowledge people's dignity (P2NC) • Compassion to ensure deep member empowerment (P2NC) • Forgiveness to individuals whose behaviours caused discomfort to others (P2NC)
	<p><u>Group A</u></p> <p>---</p>
<p>P6NC: "... people are at their most creative when they feeling positive, when they think that tomorrow would be better than today and not worse than today."</p>	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> • Hope expectations (P6NC)
<p>8.3 <u>Orientation of the Innovation Champion/Sponsor</u></p> <p>P3NC: "Because of the experience I have... ask questions probably for the team to consider... it is more about sharing the experience and technical know-how."</p>	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Ensure focus remain on teams (P4NC) • Coordinator of ideas and output (P5NC) • Resource for people due to experience and expertise (P3NC) • Ended up in role by default (P1NC) • Innovation not main focus (P1NC) due to role overload (P1NC) • Innovation not paramount or foremost in thinking or conducting business (P1NC) • Top management person (P5NC) • Commercial perspective (P5NC) • Facilitator (P5NC)

P5NC: "Innovation success. What would excite me is being the promise of being able to come up with new ideas, new products, new methods, new processes. I like change, I like putting new ideas into our business and see them work. That for me is really the biggest investment."	<ul style="list-style-type: none"> • Innovation Manager is focused: must have a job description (P5NC) • Change orientation and passion for innovation (P5NC)
P10NC: "... innovation is a very sensitive and critical element in anybody's business or life that cannot be left to the middle or lower level. It has to come from the top...."	<u>Group A</u> <ul style="list-style-type: none"> • Top management person (P10NC)
P8NC: "It was more "here is something to take care of" I am passionate about innovation but also very realistic."	<u>Overall (not in Group A/B)</u> <ul style="list-style-type: none"> • Facilitation role between divisions, heads of countries (P6NC) • Passion for organisation (P9NC) • Role was given (P8NC)
8.4 Leadership Styles P4NC: "What it says that usually as leaders we jump to conclusions. If somebody comes to you with an issue or problem, before the person finishes, you say "I have a solution for you" – which is the wrong way to do."	<u>Group B</u> <ul style="list-style-type: none"> • Listening, asking questions, does not provide solutions (P4NC) • Take staff's ideas further (P4NC)
	<u>Group A</u> ---
P2NC: "... it must be role modelled from the top, ... you want an element of a maverick but you do not want recklessness." P2NC: "We inverted it, turned the whole thing on its head."	<u>Overall (not in Group A/B)</u> <ul style="list-style-type: none"> • Encourage people by providing a success experience (P2NC) • Providing an exciting vision (P2NC) • Coaching and role modelling of required behaviours (P2NC) • Give people a sense of responsibility (P2NC) • Changed the culture (P2NC) • Decisive action when members behave in destructive behaviours or behaviours which leads to distraction (P2NC)
8.5 Culture P2NC: "... understand your value set, what you want to achieve, the values you want to operate with, and then within that interpret what you can do without permission."	<u>Group B</u> <ul style="list-style-type: none"> • Supportive culture where leader gives visible support (P4NC) • Clear values for responsible risk taking behaviours (P2NC)
	<u>Group A</u> ---
P8NC: "So that speaks to culture again, which is why some teams which are very different perform well.... There is a lot of trust to be able to openly air your opinion or view, and be respected for it."	<u>Overall (not in Group A/B)</u> <ul style="list-style-type: none"> • Allow for responsible risk taking behaviours (P2NC) • Open, trustful environment for team success (P8NC)

8.6 Sensitivity for External Reality of Customers P4NC: "... you know the African culture, tradition when somebody dies there are five days of mourning and every day you provide soup and cool drink... three years ago we were looking at affordability not... what the cover should provide... pay-out could provide sufficiently for the burial."	<u>Group B</u> <ul style="list-style-type: none"> Sensitivity to cultural preferences of customers' culture (P4NC)
	<u>Group A</u> ---
	<u>Overall (not in Group A/B)</u> ---
8.7 Sharing	<u>Group B</u> ---
	<u>Group A</u> <ul style="list-style-type: none"> Information sharing, encouraging people to ask questions (P7NC)
	<u>Overall (not in Group A/B)</u> ---

9. Category: Innovation Enablers: Organisational Structure/Systemic Prompts

9.1 Technology P5NC: "And the organisation must focus on the liberation of technology to advancement and keeping pace with that." P1NC: "Also, we also need to embrace the IT space... and offer certain services via our web, the basic stuff... we need to start utilizing the IT space."	<u>Group B</u> <ul style="list-style-type: none"> Appropriate technology to ensure customer service (P5NC; P1NC)
	<u>Group A</u> <ul style="list-style-type: none"> Appropriate technology with sufficient access for all (P11NC) Technology equals increased efficiencies and client retention (P11NC)
	<u>Overall (not in Group A/B)</u> <ul style="list-style-type: none"> ---
9.2 Talent Optimism	<u>Group B</u> <ul style="list-style-type: none"> Focus on recruitment of people with innovation skills (change orientation; challenging status quo) (P5NC) based on required role (P5NC) Do not exclude mavericks (P2NC)
	<u>Group A</u> ---
	<u>Overall (not in Group A/B)</u> ---
9.3 HR Structures P1NC: "But it is somebody whenever I bounced off	<u>Group B</u> <ul style="list-style-type: none"> All levels of staff to be awarded for ideas (P1NC) and compensated (P5NC; P3NC) which leads to motivation and staff buy in (P3NC) Link innovation behaviours to career success (P3NC) Identify skills and place people correctly (P3NC) Availability of mentors who are willing to listen to ideas and give constructive feedback (P1NC)

an idea he can bounce off something and based on that we can work something for the client... he would also help me modify the idea on the table... analyse the claims...."	<ul style="list-style-type: none"> Mentors who could provide an analytical angle (P1NC)
P7NC: "A small thing like "thank you" or sending out an email saying "X had this brilliant idea and it got implemented in all the African countries" – you know that type of recognition."	<u>Group A</u> <ul style="list-style-type: none"> Recognize the originator of the idea (P7NC) Non-financial recognition (P7NC)
	<u>Overall (not in Group A/B)</u> ---

10. Category: Organisational Enablers: Organisational Structural/Systemic Prompts

10.1 Technology	<u>Group B</u> ---
P7NC: "... I think that if you lack in that some bright ideas may get lost and also then your staff will be demotivated, they won't feel part of the innovation spirit." P7NC: "... the African environment, we are manually driven, we sit with paper claims. So anything that can help a process that we can... be more client-centric you know...." P7NC: If I am not mistaken... we have something called... we... do not even have access to this website – you feel as if you are not part of the innovative, corporate, how can I say, process."	<u>Group A</u> <ul style="list-style-type: none"> Lack of access to appropriate technology leads to demotivation (P7NC) Certain countries behind on technology (P7NC)
P8NC: it only means to get ideas into a funnel or making sure that the stats...." P6NC: "Our XX is not taking it that for ... so it is not as wow as.... So if an idea is presented, it was said it is not bold enough."	<u>Overall (not in Group A/B)</u> <ul style="list-style-type: none"> Technology platform created not optimally utilized in Group (P8NC) Technology platform insufficient (P6NC)
10.2 Mandate	<u>Group B</u> ---
P7NC: "So there is a bit of uncertainty of what is expected from them. So there are two sides to the coin in any team because you are working with individuals."	<u>Group A</u> <ul style="list-style-type: none"> Teams unclear on mandate regarding expected output (P7NC)
	<u>Overall (not in Group A/B)</u> ---
10.3 Company Knowledge	<u>Group B</u> ---
	<u>Group A</u> <ul style="list-style-type: none"> Insufficient knowledge of company processes, procedures (P7NC)
	<u>Overall (not in Group A/B)</u> ---
10.4 Company Processes and Procedures	<u>Group B</u> ---
P7NC: "But it is you have to follow steps, you can't just go and say to the Head of IT: "Oh I have	<u>Group A</u> <ul style="list-style-type: none"> Negative impact of bureaucracy (P7NC)

<p>this brilliant idea” – you have to follow certain steps. You can’t just go – I do not know if you understand what I am trying to say?”</p>	
	<p><u>Overall (not in Group A/B)</u></p> <p>---</p>
<p>10.5 Personal Operational Realities</p> <p>P1NC: “Our only involvement is where we giving them information.... But in terms of the actual process, no.”</p> <p>P1NC: “I know we complain about the products that we offer but there is very little we can do in terms of tweaking the product.”</p>	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Prescription Head Office (P1NC) • Country feels isolated form innovation process, thus frustrated (P1NC) • Uniqueness of different countries not taken into consideration (P1NC) • Restrictive bureaucracy and committee decision-making (P4NC)
	<p><u>Group A</u></p> <ul style="list-style-type: none"> • Lack of recognition for any innovation efforts (P7NC)
<p>P6NC: “... we have created centers of excellence which should be cutting edge product environment... since we have implemented that, the number of new products that we have taken to market have virtually dropped to zero.”</p> <p>P9NC: “The downside is that we are a Group – we are a big listed business and to turn an oil tanker around is not that easy.”</p> <p>P9NC: “Because of the way we operate, remember... the traditional corporate way of doing things and the potential bureaucracy that can come in...”</p> <p>P9NC: “So you have traditional corporate processes to jump through and at the same time you want to be innovative. Do you know what I mean?”</p>	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> • Bureaucracy (P9NC; P6NC) • Business operating model (P6NC) • Organisation clumsiness due to size (P9NC) • Structures and procedures (P9NC)

11. Category: Organisational Disenablers: Emotional Prompts

<p>11.1 Culture</p> <p>P2NC: “Everything fits together, they protect their turf a bit, but innovation is not owned by anybody.”</p> <p>P2NC: “... limits of authority... delegated authority, policy...”</p>	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Head Office with a paternalistic attitude prevents innovation success/behaviour (P4NC) • Culture of total group lacks cultural and regional sensitivity (P4NC) • Culture stifles innovation (P4NC) • Silo building, unwillingness to share information and power (P2NC) • Authority approach (P2NC)
<p>P7NC: “But currently with this red tape and things, sometimes you do not know where to go... they are a bit formal yes.”</p>	<p><u>Group A</u></p> <ul style="list-style-type: none"> • Formality in culture inhibits innovation (P7NC)
<p>P6NC: “So now you are told that you must innovate and they are trying to use all the right language and without being conscious of it,</p>	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> • Territorial protection (P6NC) • Language-isms (P6NC)

<p>they actually become bureaucrats and not innovating.”</p> <p>P6NC: “... people who have spent their whole lives in corporate environments. And who are administrative and bureaucrats.”</p> <p>P6NC: “I have seen... if that can disrupt the core business model that the organisation relies on, then the antibodies will come out and it will kill the idea.”</p>	<ul style="list-style-type: none"> • Collective mindset created by culture (P6NC) • Innovation ideas that challenge core business model are considered unacceptable (P6NC) • Inter-departmental competition (P6NC)
11.2 Post-Merger Blues	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Recent process and handling of merger still impacting innovation negatively (P4NC)
<p>P7NC: “Some companies will force down the change, like you have no say in what they want to do. And usually what they want to implement you know for a fact will not work.”</p>	<p><u>Group A</u></p> <ul style="list-style-type: none"> • Unresolved issues of a major merger still impacting innovation (P7NC) • Mistrust (P7NC)
	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> • Culture leads to loss of sense of security due to merger (P8NC) • Fear due to insecurities of restructuring (P6NC)
11.3 Experience of Organizational Realities	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Extreme stress due to overload when a member is part of a team (P5NC)
<p>P10NC: “If that is one of the things that you can do, you will not put a lot of emphasis on it, because of the other things you are doing, but it has been what you are employed to do.”</p>	<p><u>Group A</u></p> <ul style="list-style-type: none"> • Daily challenge of continuous problem-solving (P7NC) • Perceived time deficiency (P10NC) • Poor change management practices lead to loss of talented staff (P7NC)
<p>P6NC: “So if there is an innovation project on the side that perhaps is related but not quite linked to their core job, they do not have time for that...”</p> <p>P8NC: “You’ve got a very, very smart actuarial organisation culture running the back office. But they don’t really understand customers. I... and then you have the front side of the business which are essentially brokers – they are the guys who are in touch with the customer. And I almost have the feeling “And never the two shall meet.”</p> <p>P8NC: “Yeah, I think it is very difficult to be innovative if you are constantly busy, with processes and internal restructuring and stuff like that.”</p>	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> • Perceived time deficit (P6NC) • Perceived unwillingness to volunteer for team innovation projects (P6NC) • Insufficient resources due to restructuring and resultant redundancies (P6NC) • Divided views of departments (P8NC) • Operational business (P8NC)
11.4 Toxic Leadership Behaviour	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Authoritarian, status conscious leadership (P2NC)
<p>P2NC: “... the other thing (laugh) people do not like traditional leadership...”</p>	

	<u>Group A</u> ---
<p>P6NC: "If they know their team is spending time on some innovation project rather on the task or the core deliverables at hand, they somewhere down the line, when the performance appraisal is done will take sanctions.</p> <p>P6NC: "If you don't use the right innovation sounding, and customer-centric descriptions, the people won't even engage with you."</p> <p>P9NC: "If ever you get into a situation of complacency, you will be left behind."</p> <p>P6NC: "... he is not your customer and I don't support this product. I want to have my own solution where I can come up with it."</p>	<ul style="list-style-type: none"> • <u>Overall (not in Group A/B)</u> • Leadership agenda excludes innovation if other priorities (P8NC) • Leaders do not support innovation drives: lack passion (P6NC) • Leaders do not create space to allow for team participation (P6NC) • Leaders sanction innovation participation with style (P6NC) • Linguistic snobbish-ism (P6NC) • Leader over-loyalty blinds him for reality (P9NC) • Complacency (P9NC) • Egotistical-ism (P6NC)
11.5 Toxic Emotions	<u>Group B</u> ---
	<u>Group A</u> ---
<p>P9NC: "Too often people are scared to change. They are comfortable I what they are used to do."</p> <p>P6NC: "When people are afraid that they might lose their jobs, due to some sort of restructure, it crates fear, and fear is not an emotion that is conducive to innovation... but in a type of paternalistic manner... massive anxiety and uncertainty."</p>	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> • Anxiety (P6NC) • Fear to change (P9NC) • Feelings of uncertainty (P6NC)

12. Category: Recommendations for Improvement: Individual Profiles

12.1 Emotional Behaviours	<u>Group B</u>
<p>P2NC: "But set your own boundaries beyond the job description, push the limit, okay, and that means if you push the limit that you must accept that you will tread on people's toes. And when you do this, you must be gracious enough to ask for forgiveness."</p> <p>P2NC: "You do not have to be mature all the time, because I think a certain level of maturity, a level of free-wheeling is okay, so it means you always be mature when you free wheel."</p> <p>P3NC: "... someone who is ready to accept that you do not know everything and you can consider other opinions."</p>	<ul style="list-style-type: none"> • Emotional maturity (P1NC; P2NC) • Stress tolerance (P1NC) • Conflict management skills (P1NC) • Assertiveness (P1NC) • (Ability) and willingness to make decisions (P1NC) • Playful (P2NC) with balanced maturity (P2NC) • Humility (P3NC) • Expansive thinking (P2NC) • Young in thinking (P3NC) • Not a people's pleaser – can cope with adversity (P2NC)

<p>P3NC: "... have the ability to constantly question things that seem to be obvious."</p> <p>P3NC: "... important trait is to express your ideas without necessarily becoming a bully or sulking. (Laughter)"</p> <p>P3NC: "But the most important I think is commitment. I have not seen a single idea that has been easy to deliver. So, someone who put their mind to it is confident about it, fully knowing that they might succeed or fail..."</p>	<ul style="list-style-type: none"> Responsible risk taking behaviour (P2NC) Less permission seeking behaviour (P2NC) Clear values (P2NC) Team orientation (P3NC) Teachable/eagerness for learning (P3NC) Questioning orientation (P3NC) Cope assertive with mistakes (P2NC) Self-expression respectful towards others (P3NC) Convincing communication abilities (P3NC) Self-confident, commitment, persistence (P3NC) Self-responsibility (P2NC) Self-awareness of blind spots (P2NC)
<p>P10NC: "... where are their shortcomings and where they require some kind of assistance."</p>	<p><u>Group A</u></p> <ul style="list-style-type: none"> Self-awareness (P10NC)
<p>P9NC: "... we want people to think how we can question how things can be done differently. With that comes job satisfaction and motivation and behavioural change and all those kind of things."</p>	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> Persistence (P8NC) Action-oriented (P8NC) Curiosity (P8NC) Questioning attitude (P9NC)
<p>12.2 Operational Behaviours</p>	<p><u>Group B</u></p> <ul style="list-style-type: none"> Time management skills (P1NC)
	<p><u>Group A</u></p> <p>---</p>
	<p><u>Overall (not in Group A/B)</u></p> <p>---</p>

13. Category: Recommendations for Improvement: Teams

<p>13.1 Team Interaction</p> <p>P2NC: "So... push the envelope and say yeah, but... and then have more information to have a more engaging conversation with the person."</p> <p>P2NC: "Yes, you must be self-aware – it must be, we must create a shared awareness – say I can</p>	<p><u>Group B</u></p> <ul style="list-style-type: none"> Supportive behaviour of members toward each other (P1NC) Tolerant of others' mistakes (P1NC) Constructive disagreement (P4NC) Assertive communication (P1NC) Constructive criticism (P1NC) Self-confident members (P1NC) Open-ended team conversations (P2NC) Respectful towards others and listening behaviour (P4NC) Recognizing people's differences (P4NC) Acknowledgement of others' successes (P2NC) Clear vision on required team output (P1NC) Goal oriented and focused (P1NC) Awareness of impact of own behaviour on others (P2NC)
--	---

<p>talk to you, and point things out to you – that is not so <i>lekka</i>, you must back off. You need to go back and apologize for that.”</p> <p>P2NC: “... people who can step back and be honest about pointing out where we get things wrong. So they must also be, what do you say, process monitors.”</p>	<ul style="list-style-type: none"> • Graciousness (P2NC) • Honesty regarding own progress (P2NC) • No overreliance on a leader (P2NC)
	<p><u>Group A</u></p> <p>---</p>
<p>P8NC: “I think it does not help if you put a team together that is not qualified.”</p> <p>P8NC: “... technology... sales... marketing... finance...”</p>	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> • Advanced degrees/skilled (P8NC) • Multi-functional and multi-disciplinary (P8NC) • Trust members to give ideas freely (P8NC)
13.2 Team Structure	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Fluid structure (P2NC) • Structured approach (P3NC)
	<p><u>Group A</u></p> <p>---</p>
	<p><u>Overall (not in Group A/B)</u></p> <p>---</p>
13.3 Team Composition	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Appoint a devil’s advocate for team thinking processes (P2NC) • Keen sense of curiosity amongst team members (P2NC) • Open-mindedness (P2NC)
<p>P10NC: “If you are looking for people that can sell our product. Give it to people who have the language... behaviour... grooming... characteristics. Keep to the requirements and the job specification.”</p>	<p><u>Group A</u></p> <ul style="list-style-type: none"> • Appropriate qualifications and skills (P10NC) • Team members must have a past and future orientation to innovation (P10NC) • Appropriate recruitment, and placement of talented qualified people (P10NC)

14. Category: Recommendations for Improvement: Company Soul

14.1 Clarity of Organisational Identity as Regards Innovation	<u>Group B</u>
<p>P2NC: Yes, more storytelling so that we can laugh about it, the silliness – we just laugh about it. And we learn – not this or that.”</p>	<ul style="list-style-type: none"> • Company must be creative and innovative (P5NC) • Storytelling (P2NC)
<p>P7NC: “But what I am saying is that if we want people to contributing towards innovation and towards moving forward, we need to treat them as an individual on the same level, person-to-person, one-on-one.”</p>	<p><u>Group A</u></p> <ul style="list-style-type: none"> • “Send” message that everyone can be innovative (P10NC) • Uniformity in treatment of people irrespective of rank (P7NC) • Acknowledge individuals (P7NC)
<p>P6NC: “... as a company or individual is knowing what you want and then it is a matter of implementation.... So I think we need to ask</p>	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> • Clarity of vision and output expectations (P6NC)

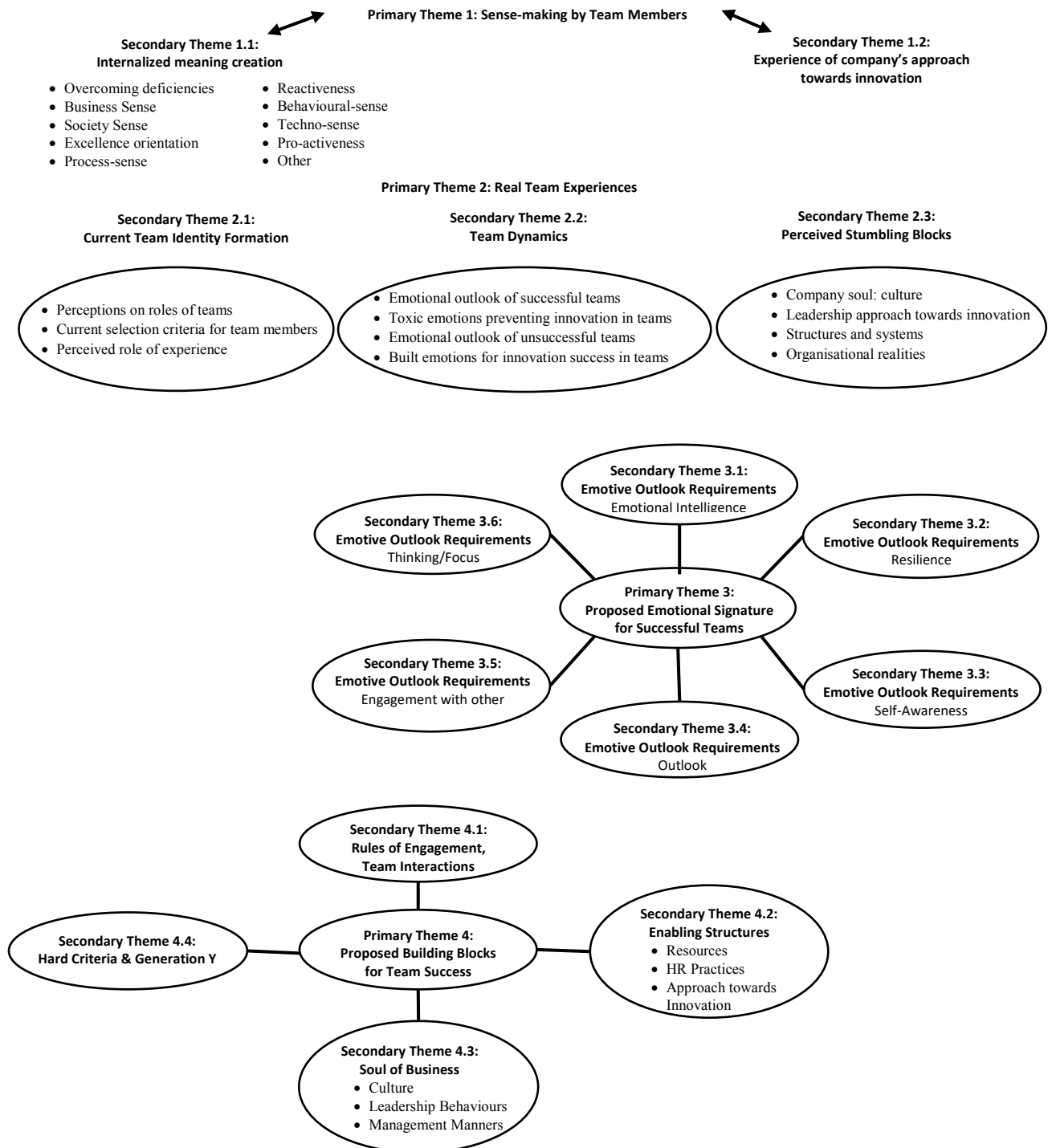
<p>ourselves that question: what do we want to do, what do we want to be – and align everything within that....”</p> <p>P6NC: “... create a sense of teamwork, make people feel that they feel safe, and comfortable, give them a sense of direction, a sense of vision, something to look forward to...”</p>	
<p>14.2 Leadership</p> <p>P2NC: “... we would like to end up and allowing people to organize themselves into a team, say what contribution can you make.... It is a way of getting teams to function more optimally. ... but teams must select themselves.”</p>	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Model behaviour from top (P2NC) • Create autonomous, self-managed teams (P2NC)
	<p><u>Group A</u></p> <ul style="list-style-type: none"> • Visionary leadership creating a sense of discomfort/stretch (P10NC) • Enhance sense of inclusiveness and team identity by including staff in programs (P11NC)
<p>P6NC: “...you did not get promoted to a leadership role if you can’t nurture and grow talent.”</p> <p>P8NC: “... I think innovation in an organisation flows from the leaders... there is a crucial element and that is the role of the leader.... He has very high standards – he is sometimes unrealistic, he is very demanding...”</p>	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> • Measurement of leadership effects (happiness and retention of high performers) (P6NC) • Visionary versus dictatorial leadership encourage innovative behaviours (P6NC) • Independent leadership measures for innovation (P6NC) • New leadership styles required to take innovation forward (P6NC) • Leadership must create balanced stability (P8NC) • Leadership style determines innovation success (P8NC)

15. Category: Recommendations for Improvement: Organisational Enablers

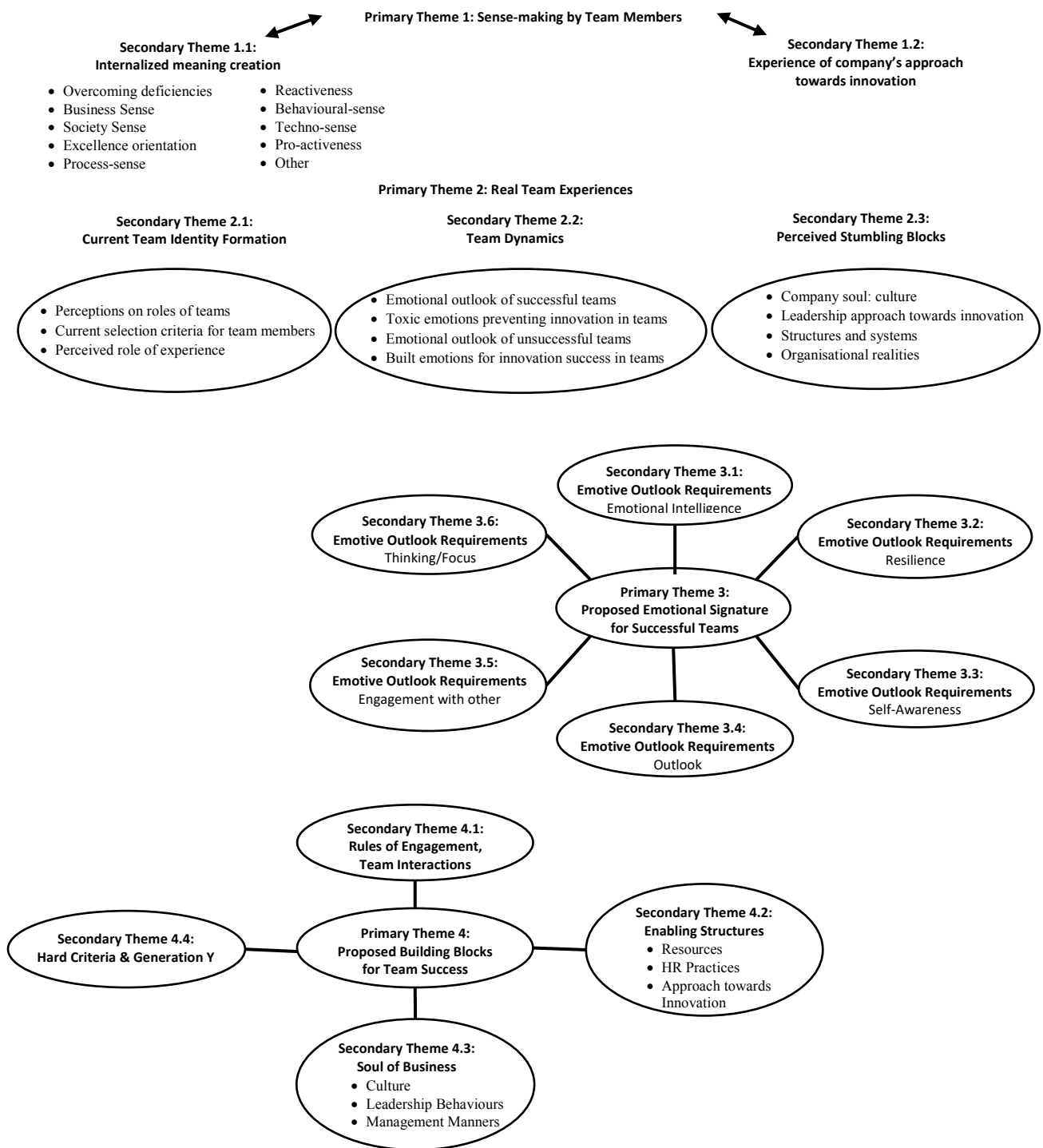
<p>15.1 Talent Maximization</p> <p>P2NC: “We need to understand more clearly what is what, what people resources have in terms of skills and capacity that remain untapped... use untapped skills..”</p> <p>P2NC: “We need to change where and how people work.... Then you can unleash innovation but we do not do it. This is your job until you leave here.”</p>	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Understand people’s talent offerings (P2NC) • Re-organisation of work (P2NC) • Appropriate orientation of innovation sponsor (P4NC)
	<p><u>Group A</u></p> <p>---</p>
<p>P8NC: “Look, the company is doing all the right things.... I wonder whether a company is innovative or not.... So if you have a certain set of people... it is probably impossible to change that.”</p> <p>P8NC: “... they have recruited people, who by their very nature, like to try new things.”</p>	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> • Leaders’ belief about people’s potential (P6NC) • Do away with paternalism (P6NC) • Recruit the right people (P8NC) • Gear recruitment practices towards appropriate talent (P8NC)

<p>15.2 Culture Requirements</p> <p>P2NC: "So for me, try many ties, fail fast and get over with it. That is probably the best model. Just fail fast, do not procrastinate the failure."</p> <p>P2NC: "... a neighbourhood watch approach... you watch out for your buddy."</p> <p>P2NC: "We don't celebrate heroes, okay, we celebrate people that have worked in teams."</p>	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Create culture with a tolerance for failure (P2NC) and permit failure (P2NC) • Caring (P2NC) • Celebrate team success and not the individual heroes (P2NC) • Embed required values (P2NC) • Give individual countries space (P4NC; P1NC)
	<p><u>Group A</u></p> <ul style="list-style-type: none"> • Embed innovation as a behaviour through performance management and KPI's (P10NC) • Create innovation department in Group (P10NC)
<p>P6NC: "... all these buzz words and to use American trade... a dumb, down and done debate."</p> <p>P6NC: "And if it is too scary for the company to do that, they can experiment in a division. So take one division, and say for one team in a division..."</p> <p>P6NC: "XX does not know how to innovate, because it feels to me that they do not know how to engage... it is not on people's balance scorecard goals and measurement criteria... don't create structural space."</p> <p>P8NC: "... Innovation is something that people must do... getting people together, talking about it, getting the interest going."</p> <p>P9NC: "... Through guidance and coaching people can take the blinkers off and see what others around them are doing."</p>	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> • Learn language usage (P6NC) • Boldness in culture (P6NC) • Embed innovation as a behaviour (P6NC) • Link involvement with innovation to career progression (P8NC) • No separate innovation department as everyone must think innovation (P8NC) • Bring in coaching (P9NC) • Make provisions for organizational entrepreneur (P8NC) • Create a clear value-proposition for innovation (P8NC)
<p>15.3 Business Operating Model</p> <p>P2NC: "Because we organize ourselves in the old industrial model whilst we are moving in a technology model."</p> <p>P5NC: "... how you predict consumer behaviour and solve that and how conveniently and quickly you are able to deploy it with innovation."</p>	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Organic business model (P2NC) • Benchmark appropriate customer behaviour to give quick response (P5NC)
	<p><u>Group A</u></p> <p>---</p>
<p>P6NC: "... make some bold leadership decisions relating to the XX merger and implement... lot of organizational noise... impacting organizational environment negatively. That is creating uncertainty."</p> <p>P6NC: "And then you create sufficient ground for innovation to start happening again."</p>	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> • Get the basics right (P8NC) • Resolve restructuring resulting from merger (P6NC) • Create space at Branch level for people to innovate on specific processes (P6NC) • Provide clear mandate (P6NC)
<p>15.4 Structures</p>	<p><u>Group B</u></p> <ul style="list-style-type: none"> • Selection practices (P1NC)
	<p><u>Group A</u></p>

P10NC: "... it might mean we throw away the current software because current... system can't accommodate future..."	<ul style="list-style-type: none"> • Change software system (P10NC)
	<p><u>Overall (not in Group A/B)</u></p> <ul style="list-style-type: none"> • HR structures (performance measurements linked to innovation) and incentives (P6NC) • Measure management on number of innovations (P6NC) • Innovation concepts must be well researched for impact (P8NC)



Graphic Presentation of Coding Process: Focus Group Discussions: Successful Groups: International Case



Graphic Presentation of Coding Process: Focus Group Discussions: Unsuccessful Groups: International Case

Research Activity: Manual Coding

Focus Group Discussions: Group A (Unsuccessful) and Group B (Successful) Team Members

International Case

INDEX

1. Category: Sense-Making by Team Members
 - 1.1 **Sub-Category:** Internalized Meaning Creation: Innovation
 - 1.1.1 Overcoming Deficiencies
 - 1.1.2 Business Sense
 - 1.1.3 Society Sense
 - 1.1.4 Excellence Orientation
 - 1.1.5 Process-Sense
 - 1.1.6 Reactiveness
 - 1.1.7 Techno-Sense
 - 1.1.8 Pro-Activeness
 - 1.1.9 Other
 - 1.2 **Sub-Category:** Experience of Company's Approach towards Innovation
2. Category: Team Functioning: Roles
 - 2.1 **Sub-Category:** Perceptions on Roles of Teams
3. Category: Team Composition
 - 3.1 **Sub-Category:** Current Selection Criteria for Team Members
 - 3.2 **Sub-Category:** Perceived Role of Experience
4. Category: Team Dynamics: Unsuccessful Teams
 - 4.1 **Sub-Category:** Emotional Outlook of Successful Teams
 - 4.2 **Sub-Category:** Toxic Emotions of Preventing Innovation in Teams
5. Category: Team Dynamics: Successful Teams
 - 5.1 **Sub-Category:** Emotional Outlook of Successful Teams
 - 5.2 **Sub-Category:** Built Emotions for Innovation Success in Teams
6. Category: Proposed/Recommendations for Emotional Signature for Successful Teams
 - 6.1 **Sub-Category:** Emotive Outlook Requirements: Emotional Intelligence
 - 6.2 **Sub-Category:** Emotive Outlook Requirements: Resilience
 - 6.3 **Sub-Category:** Emotive Outlook Requirements: Self-Awareness
 - 6.4 **Sub-Category:** Emotive Outlook Requirements: Outlook
 - 6.5 **Sub-Category:** Emotive Outlook Requirements: Engagement With Other Team Members
 - 6.6 **Sub-Category:** Emotive Outlook Requirements: Emotional Thinking/Focus
7. Category: Other Criteria for Team Composition
 - 7.1 **Sub-Category:** Hard Criteria for Team Composition
 - 7.2 **Sub-Category:** Generation Y
8. Category: Recommendations to Enhance Teams Chances for Success: Soul of Business
 - 8.1 **Sub-Category:** Culture
 - 8.2 **Sub-Category:** Leadership Behaviours
 - 8.3 **Sub-Category:** Management Manners
9. Category: Recommendations to Enhance the Team's Chances for Success: rules of Engagement
 - 9.1 **Sub-Category:** Team Interactions
10. Category: Recommendations to Enhance the Team's Chances for Success: Enabling Structures
 - 10.1 **Sub-Category:** Resources
 - 10.2 **Sub-Category:** HR Practices

- 10.3 **Sub-Category:** Approach towards Innovation process
- 11. Category: Perceived Stumbling Blocks which Prevent Teams from being Optimally Successful
 - 11.1 **Sub-Category:** Company Soul: Culture
 - 11.2 **Sub-Category:** Perceived Leadership Approach towards Innovation
 - 11.3 **Sub-Category:** Structures and Systems
 - 11.4 **Sub-Category:** Organisational Realities

Research Activity: Manual Coding
Focus Group Discussions: Group A (Unsuccessful) and Group B (Successful) Team Members

International Case

1. **Category: Sense-Making by Team Members**
 1.1 **Sub-Category: Internalized Meaning Creation: Innovation**

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u>
<p>1.1.1 <u>Overcoming Deficiencies</u></p> <ul style="list-style-type: none"> • Improve quality of life (SM) • Usefulness in order to be successful (AS) • Change brings improvement (KA) <p>"I drew a picture of a caterpillar... that goes into a... little cocoon and comes out a butterfly... I was thinking along the line of metamorphosis. It changes from one form into another: one minute you're crawling around on the floor and the next minute you are flying. I think that is what innovation is."</p> <ul style="list-style-type: none"> • Improving efficiencies (MK) • Grower bigger and getting improvement (DD) • Innovation takes us to better places (DD) <p>"I drew a hot air balloon. For each to fly high it means you need hot air, right? So innovation to me would be new ideas, products, technology that would elevate the organisation. So those new ideas are more or less like that hot air."</p>	<ul style="list-style-type: none"> • Introduce new products to the market (MM) (JM) • Process improvement or development (LR) • Product innovation (new products in existing markets) (PM) • Improvement of existing idea or something completely new (LM) (OM) • Improve internal structure (RS) <p>"For me I feel it is all fine and well to be client-centric, but are your internal structures in place and are your processes in place to deliver that? So, I think we need to set ourselves up internally to be able to deliver on that."</p> <ul style="list-style-type: none"> • Industry dictates and poses limitations (products, services, processes) • Incremental product innovations (GR) • Innovation often in the simple things (RS) • Going back to basics (RS₂) • Lack of sufficient information/data (RS₂)
<p>1.1.2 <u>Business Sense</u></p> <ul style="list-style-type: none"> • Profit and sustainability (CB) • Service improvement by being more affordable (NZ) (FH) • Service improvement, outsmarting competition (CB) • Business growth (HL) 	<ul style="list-style-type: none"> • Innovation efforts to improve customer service (ST) • Intense competition leads to more innovation (PM) • Increases profits (LC) • Strong brand an enabler (OM) • Lifestyle changes of customers (OM) • Client centricity, improving efficiencies: being incremental or disruptive (GR) • Client centricity but must improve greatly (RS) (RS₂) • Bottom-line and profit only matters in this company (RS₂)
<p>1.1.3 <u>Society Sense</u></p> <ul style="list-style-type: none"> • Change to benefit society (MB) (MK) • Improving quality of life (SM) (MK) • Environmental demands with changing risks need to be addressed (LM) 	
<p>1.1.4 <u>Excellence Orientation</u></p> <ul style="list-style-type: none"> • Working smarter, increasing efficiencies (JdP) • "Wow" customer service – what we do differently to stand out (JdP) • Celebration of success (NM) 	<ul style="list-style-type: none"> • Leads company from strength to strength (innovation in smaller things) (LC) (GG) • Innovation enabler at global level (ST) • Unknown territory, making sense, new experiences (SK)

	<ul style="list-style-type: none"> • Business transformation into something profitable (PN) • Brilliance from inspiration, starting with end in mind (TO) • Transformation that leads to improvement (OM) • Breaking the mould/tradition, coming up with what is different (LC) <p>"When you are doing what people thought could never happen or could be done or where people has never gone before or believe in, that is innovation – down new ground."</p> <ul style="list-style-type: none"> • Best in class requires constant product innovation (CM) • Growth regardless of circumstances (IE) • Improve the existing (EB) <p>"It is not necessarily a brand new idea, it is also an improvement of what exists; making it better, even just with 10% and making that better for the market."</p>
1.1.5 <u>Process-Sense</u> <ul style="list-style-type: none"> • Gap spotting and moving forward (CB) • Focused approach (CB) • Solutions based (DM) • Innovation: principles and agreed upon target (MM) 	<ul style="list-style-type: none"> • Big things and smaller things (LC) • Controls in place for a smooth process (JM) • Innovation works when ideas are made concrete (GN) • Structured approach without labelling everything (GR) • Tangible outcomes (GR)
1.1.6 <u>Reactiveness</u> <ul style="list-style-type: none"> • Catching up on outcome of research and development (CB) • Innovation efforts reactive to catch up in market (NG) • Research to learn from past successes (KK) 	<ul style="list-style-type: none"> • Opportunities in legislative changes (ST) • Adapting models from Europe or USA but "... you cannot have a 'one glove fits all' approach" (Africa different) (RS) • Change insufficient (RS₂) <p>"Nothing has changed. Bells and whistles, yes. The fundamentals? Sorry about this...."</p>
1.1.7 <u>Behavioural-Sense</u> <ul style="list-style-type: none"> • Being an outlier and not the norm (JdP) • Improve communications (AL) 	<ul style="list-style-type: none"> • Innovation driven by hunger not abundance (TO) <p>"I think the situation has something to do with them being innovative – hunger drives innovation."</p> <ul style="list-style-type: none"> • Outside the box thinking (GG) • Persistence when a good idea comes up to make it work (PM) <p>"... and the person who emerges from the others got an idea which he believe is that the idea can be transformed into overcoming the challenges which are encountered and the sky is the limit."</p> <ul style="list-style-type: none"> • Individual thought process to change/improve existing or new ideas (PM) • Different thinking (OM) • We lack knowledge and do not learn from past mistakes (RS) • Qualifications no guarantee that you will be innovative (RS)

<p>1.1.8 Techno-Sense</p> <ul style="list-style-type: none"> • Creating an enabling platform (MM) • System enhancements (JdP) • New technology to improve customer service delivery (NF) <p>"I have a picture of a laptop and a tablet in front of me, meaning we have to move with the new technology to make our work easy and so that we can service our clients better."</p> <ul style="list-style-type: none"> • Innovation stems from technology as a solution to problems (DM) 	<ul style="list-style-type: none"> • Technology is making the difference (YM) • Utilization of modern gadgets to improve connectivity and client experience (CP) • Associate innovation with being high-tech, state-of-the-art in this company (RS) • Innovation not just about being high-tech (RS)
<p>1.1.9 Pro-activeness</p> <ul style="list-style-type: none"> • Research to learn from past mistakes (KK) • Innovation implies change (in)to something (KK) <p>"I drew a picture of a caterpillar that does into... a little cocoon and comes out as a butterfly. I was thinking along the line of metamorphosis to... one minute you're crawling around on the floor and the next minute you are flying. That's what I think innovation is."</p>	<ul style="list-style-type: none"> • Innovation provides future direction and growth (TK) <p>"Okay, so for me it's kind of a glowing light bulb... it should shine. Give light and direction to what you see and have ideas of where you are going."</p> <ul style="list-style-type: none"> • Innovation capitalizes on opportunities (GN) <p>"... I drew an ocean showing that innovation is within our reach... so it is the opportunities we can see."</p> <ul style="list-style-type: none"> • Driven by a need to achieve growth (OM)
<p>1.1.10 Other</p>	<ul style="list-style-type: none"> • Something completely new (RS) <p>"So, if I don't understand, just correct me if I'm wrong, what I've understood from innovation, is something absolutely brand new."</p>

1.2 Sub-Category: Experience of Company's Approach towards Innovation

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u>
<ul style="list-style-type: none"> • Innovate to meet strategic goals (AS) • Innovate to improve effectiveness and efficiencies (AS) • Not much experience/involvement – done by outside parties/consultants (MR) • Modify existing product and reintroduce to market (AL) • Based on in-country customer demands (MK) • Means for profitability and growth (AS) <p>"We bring to new ideas, and products and concepts. We do this with the aim to do this and strategic goals we set. We look at enhancing effectiveness, efficiency and at ways which are profitable for the organisation. Also for ideas that can enhance growth in the organisation."</p> <ul style="list-style-type: none"> • Management style of training and development (AL) <p>"Each individual has full knowledge of what they are supposed to do and they are given the capacity and the support."</p>	<ul style="list-style-type: none"> • Committee based (MM) • Customers more informed than staff (lack information) (TK) • Need a more structural approach (LC) • Lots of ideas – no implementation (TK) • Staff are innovating at lowest levels possible, solving basic operational issues (CP) • Management team not enjoying coming together (TO) <p>"... people are not fond of coming together as management team... the innovation will not really happen."</p> <ul style="list-style-type: none"> • Lobby for innovation ideas to get in accepted (IE) <p>"I know for a fact that if I go to the MD with an idea, chances are he will sit me down. And I know for a fact, in this EXCO team, there is one person he listens to. So in my approach, when I deal with the MD I go to that person...."</p> <ul style="list-style-type: none"> • Assumptions regarding needs and not facts (TO) • Use the work "innovation" without understanding real meaning (RS₂) • Lack of research (GR) • Lack focus on customer (RS) • Not currently a priority (RS₂)

2. Category: Team Functioning: Roles

2.1 Sub-Category: Perceptions on Roles of Teams

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u>
<ul style="list-style-type: none"> Multi-disciplinary team and high level of participation for new products (SM) Team approach for workable solutions to solve client's needs (SM) Team members must have a role and common vision (MR) Team members involved based on strengths: lead to engagement (LM) Innovation a team effort, not management responsibility (MR) Team buying into plans, needs, targets crucial (MR) Lack exposure to innovation (DD) (CB) (KK) (ZZ) (BN) <p>"Look we do not have a lot of exposure to innovation projects. We have a separate team – we are never directly involved with innovation."</p> <ul style="list-style-type: none"> Put team together when there is a new idea (BM) 	<ul style="list-style-type: none"> Sounding board for sharing ideas (LM) Excellent feedback mechanism for developments (OM) Teams are for product development (TO) (ST) Sharing of ideas and information (SK) Uncertain about the role of the team (CP) Team outputs based on multiple perspectives: product enhancements (OM) Team brings expertise and thrashing out of ideas (TO) <p>"In our current context a team means expertise.... If you have something to contribute in a team, positive or negative, every view counts, discuss the direction, and ask whether this can be done... and the effort that will be required. It will be in essence be an indicator of just the probability for success for instance on the negative side it can also kill ideas I suppose."</p> <ul style="list-style-type: none"> Team new, members compatible (RS₂) Team lack rules (RS) Team structure lacks (GS) <p>"So once you understand how you can harness your team, you get there quicker... you have to built up a team."</p>

3. Category: Team Composition

3.1 Sub-Category: Current Selection Criteria for Team Members

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u>
<ul style="list-style-type: none"> Informal approach due to small size of office (LM) People must be skilled and creative (MM) (NR) Multifunctional with technical expertise (LM) Allocation to a role based on capability (AS) Multi-disciplinary team members opinions add value (KK) 	<ul style="list-style-type: none"> Multi-disciplinary (ST) (GG) Choose team members based on output required (LR) (GG) (MM) (ST) Done on voluntary basis as it indicates passion (ST) Expertise, knowledge of member (OM) Acceptable behaviour, language, portrayal of self (dressing) (TO) Geographically placed to collect data (ST) Small numbers (ST) Team composition determined by development phase of company (CP) <p>"So I think it would depend at what phase, because it's actually very sad when you are trying to start ideas, you then use those who are implementers instead of those who are generators...."</p> <ul style="list-style-type: none"> Team capabilities for teams needs reconsideration (GR)

3.2 Sub-Category: Perceived Role of Experience

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u>
	<ul style="list-style-type: none"> Long tenure – resistant to new ideas (OM) Too much experience, no new thinking (GG) <p>"But if you work in a certain culture for 13 years you</p>

	<p>don't think like that anymore... you never thing outside that box."</p> <ul style="list-style-type: none"> • Experience of market helps with product development (RS₂) <p>"So it's having that experience to say, hey guys, what you are going to offer is not going to be.... So you could be spending millions in developing this thing where it is not going to fly."</p>
--	---

4. Category: Team Dynamics: Unsuccessful Teams

4.1 Sub-Category: Emotional Outlook of Unsuccessful Teams

<u>Perceptions of Unsuccessful Group: A</u>	<u>Perceptions of Successful Group: B</u>
<ul style="list-style-type: none"> • Divided loyalties, not buying into values of merged entity (JdP) 	<ul style="list-style-type: none"> • Lack of interest (MM) • Lack of resilience (LM) <p>"People give up halfway."</p> <ul style="list-style-type: none"> • Lack confidence and non-assertive (PN) <p>"... afraid to push boundaries."</p> <ul style="list-style-type: none"> • Too likeminded (LR) (GG) <p>"If you have too many accountants around the table you will not get a new product... but too many accountants – you never think outside that box."</p> <ul style="list-style-type: none"> • Participating in teams with preconceived ideas (TK) • Experience leaders motives as dishonest (YM) <p>"... and when we sense that your motives are not exactly what you pronouncing, you know, then it will not fly."</p>

4.2 Sub-Category: Toxic Emotions of Preventing Innovation in Teams

<u>Perceptions of Unsuccessful Group: A</u>	<u>Perceptions of Successful Group: B</u>
<ul style="list-style-type: none"> • Lack of pride to belong to organisation (CB) (JdP) (DM) • Low morale (JdP) • Perceive innovation process as completely separate from staff (CVB) • Prefer and remains within comfort zone (CB) (DD) (ZN) (KK) • Unwillingness due to time requirements (MR) <p>"... and all processes need a lot of your time whilst you are doing your other duties."</p> <ul style="list-style-type: none"> • High levels of stress (JdP) <p>"Personally I am feeling the struggle and I can't see how I can carry on with this. It is crazy."</p> <ul style="list-style-type: none"> • No interest as a person to innovate (DM) • Lack of enthusiasm: apathy (OM) (ZN) • Uncommitted (DM) <p>"Things actually got worse in some aspects. When we were in a different building we worked till 8 o'clock in the evening. Now I can't wait for 5 o'clock – my kids are waiting."</p> <ul style="list-style-type: none"> • Post-merger blues: frustration and anger because of feelings of isolation (DM) (JdP) (NG) (CB) • Post-merger blues: negative perceptions and no lack of value integration (CB) <p>"They are just so serious, so formal and they don't care about socializing... and their values are different."</p>	<ul style="list-style-type: none"> • Fear of change (EB) • Fear of failure (LR) (EB) • Lack of passion (CP) • Prefers structure rather than freedom (EB) • Disengagement and no sense of belonging (CP) <p>"... where the employees are likely disengaged and basically this is happening in the company, don't think that they belong. I don't think we can take responsibility for the loss of innovation."</p> <ul style="list-style-type: none"> • Burnout prevents innovation (CP) <p>"I don't think any person has the potential that when you are too stressed or nervous you would be able to unleash your innovation."</p> <ul style="list-style-type: none"> • Intolerance (YM) • Change resistant (YM) • Acting too quickly to get the job done (TK) • Negative emotional reactions on other people's suggestions (TK) • Self-belief based on cultural determinism (IE) <p>"If your psyche – you grew up with rules and regulations: this is blue and this is red. It is very difficult to move outside of that and to try something else. Because innovation can only happen when there is change in something."</p> <ul style="list-style-type: none"> • Negative orientation (IE) • Playing company politics (RS) • No opportunity-mindedness (GG)

<p>I have experienced that first hand.”</p> <ul style="list-style-type: none"> • Lack feeling being part of the merged entity (JdP) <p>“Technically we have merged, but we are still on our own.... I am still stuck in my XX values.... I have not made that transition that.”</p> <ul style="list-style-type: none"> • Anxiety (BB) (ZN) • Change resistant (DD) (KK) <p>“Some people even felt that it’s detrimental, because they felt that they couldn’t capture information fast enough. So they were apprehensive...”</p>	<p>“... for me it is also like that – you will get individuals who get an idea and go with it, the opportunity and those who can’t. To the extreme you have to accept the individual who also says: “I am working for a boss. You have to accept them. Innovation is – some people are just wired differently....”</p> <ul style="list-style-type: none"> • Apathetic behaviour (RS) • Inflexibility (RS₂) <p>“So you become territorial and you know like hyenas, they’ll start marking their territories.”</p> <ul style="list-style-type: none"> • Emotional behaviours (out of line) (RS₂) • Self-interested and no other-interested (GR) • Spitefulness (RS) <p>“... don’t cry on my shoulders when things go wrong, because I told you. You did not value my opinion.”</p> <ul style="list-style-type: none"> • Change-tired (RS) <p>“Change-burnout, punch drunk, whatever you wanna call it. I mean people are just like, does my access card still work this morning, and can I get into the parking lot or not.”</p>
---	--

5. Category: Team Dynamics: Successful Teams

5.1 Sub-Category: Emotional Outlook of Successful Teams

<u>Perceptions of Unsuccessful Group: A</u>	<u>Perceptions of Successful Group: B</u>
<ul style="list-style-type: none"> • Happiness (MK) • Mentality of sharing (MK) • Team spirit (MK) (AS) <p>“We find that people do not even want to go out and have lunch alone. You want to go out and have lunch in a group (laughs).”</p> <ul style="list-style-type: none"> • Communication (AS) • Motivated (AS) • Sharing of knowledge (MK) • Sense of purpose (AL) • Flexibility, willingness to go the extra mile (AS) 	<ul style="list-style-type: none"> • Consensus seeking behaviours (OM) • Confident to push boundaries (PN) • Focused energy, shared vision (LM) • Self-confident in own ideas (SK) <p>“... You must be a believer who belief in your own ideas.”</p> <ul style="list-style-type: none"> • Shared vision (LN) <p>“A shared vision is critical if we all focus our energy. If a team shares the vision it makes a difference.”</p> <ul style="list-style-type: none"> • Openness in communication (PM) • Non-judgmental towards others’ ideas (PM) (GR) • Comfortable with each other as they knew each other well (RN) • Sense of pride/success/confidence in team as every idea counts (LM) • Interested in one another (GR) <p>“The typical emotions that I saw with the winning team was that they were very connected with each other.”</p> <ul style="list-style-type: none"> • Trusted each other (GR)

5.2 Sub-Category: Built Emotions for Innovation Success in Teams

<u>Perceptions of Unsuccessful Group: A</u>	<u>Perceptions of Successful Group: B</u>
<ul style="list-style-type: none"> • Happiness (CB) <p>“Look, you spend a lot of time being there, you need to be happy. That is why people stay long in a company. They feel “you know what, I am at home – I am with some family.”</p> <ul style="list-style-type: none"> • Sense of belonging (MK) <p>“You know, to me, it gave me a sense of relief to say “That I matter” ... So you look forward to coming to the office.”</p>	<ul style="list-style-type: none"> • Positivity achieves more than negativity (LM) • Sense of personal achievement (IE) <p>“I am hearing money, but in my mind I have ego which overpowers the money thing.... But the fact that my name is out there – that is more important.”</p> <ul style="list-style-type: none"> • Positivity in team (RS) <p>“.... Yes, there’s always the positivity and there’s an energy, there’s a buzz, there’s a vibe....”</p>

6. Category: Proposed Emotional Signature for Successful Teams

6.1 Sub-Category: Emotive Outlook Requirements: Emotional Intelligence

<u>Perceptions of Unsuccessful Group: A</u>	<u>Perceptions of Successful Group: B</u>
<ul style="list-style-type: none"> Emotional maturity (JdP) Assertiveness (JdP) <p>"You are able to take a stand for yourself. If my fellow colleague's says something, I do not feel obliged to agree with everything he says. A person who can make a stand up on his own, make a stand and be vocal."</p> <ul style="list-style-type: none"> Consultative communication (ZN) 	<ul style="list-style-type: none"> Emotional intelligence (TK) <p>"... it's quite clear... that emotional intelligence plays a major role when issues of this nature come up."</p> <ul style="list-style-type: none"> Emotional Intelligence (CP) Flexibility (CP) (CL) (MM) <p>"I also think your innovators are people that are manageable, you know."</p> <ul style="list-style-type: none"> Self-belief (LM) Ability to cope with challenges of ideas presented (GR) <p>"... have the forum open for the person to be challenged and the person must not take offence or be egotistical about it."</p>

6.2 Sub-Category: Emotive Outlook Requirements: Resilience

<u>Perceptions of Unsuccessful Group: A</u>	<u>Perceptions of Successful Group: B</u>
<ul style="list-style-type: none"> Determined by team output (DM) Hard work (NG) <p>"... will go the extra mile...."</p> <ul style="list-style-type: none"> Driver (MK) Go-getter (BM) 	<ul style="list-style-type: none"> Resilience (CP) (TK) <p>"You know innovators are likely to be resilient. They are people who don't just like, in terms of the ones who are lying down the number of times failed to break the ground and can be... but they still keep on going." "...about strong will, not giving up."</p> <p>.... you will be resilient enough that you will break through the red tape and that you will break through all obstacles so that you can get there."</p> <ul style="list-style-type: none"> Stress tolerance (CP) Risk tolerance (EB) <p>"You can't be 100% sure – for innovation also your risk tolerance must be high and you must make sure... you can't have all the boxes ticked."</p> <ul style="list-style-type: none"> Commitment (JM) (ST) (ZN) <p>"We need commitment... but the whole organisation needs to be committed to innovation."</p> <ul style="list-style-type: none"> Prepared to put in extra time (ZN)

6.3 Sub-Category: Emotive Outlook Requirements: Self-Awareness

<u>Perceptions of Unsuccessful Group: A</u>	<u>Perceptions of Successful Group: B</u>
	<ul style="list-style-type: none"> Ego-less (LC) <p>"And sometimes when you are open you are also want to be stripped of all your titles and say "look we've got a problem..." Let's forget about the boss and the subordinates."</p> <ul style="list-style-type: none"> Prepared to become vulnerable in the process of being honest. (LC) Understand own and others' emotions (CP) Comfortable with self (VM) <p>"Sometimes you are born to have the box... you thrive in the box and not because you are afraid to go out – that is your comfortable space and where you operate best in."</p> <ul style="list-style-type: none"> Self-knowledge (RS) <p>"And then it is about understanding each other, knowing what makes you sure, what ticks you off, what stresses you out."</p>

6.4 Sub-Category: Emotive Outlook Requirements: Outlook

<u>Perceptions of Unsuccessful Group: A</u>	<u>Perceptions of Successful Group: B</u>
<ul style="list-style-type: none"> Positive outlook (RK) (ZN) ZN: "So, if somebody gets low, he should be able to pick the whole team up and just kept going." Enthusiasm (DM) Positive mind-set (JdP) (KK) "It is a clean set of eyes and mind-set... not influenced by negativity from the past." Carries company's best interest at heart (HL) "A person who also always want to see growth in his company, and want the best for it." Passionate about what they are trying to do (MK) Commitment (DD) 	<ul style="list-style-type: none"> Avoid negative people (LR) Attitude (GG) "You have to appoint for attitude – a big thing... that spark in the eye that says this guy can do something." Daring (LM) "... how they progressed and they were not afraid to experiment with a market they know." Embracing change (FA) "You find some survival innovators, you know if you don't innovate, you die." Sense of belonging (CP) "So, that emotional intelligence and being part of the organisation, I believe they play a very, very important role in asking them to get innovation ideas from staff."

6.5 Sub-Category: Emotive Outlook Requirements: Engagement with Other Team Members

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u>
<ul style="list-style-type: none"> Relational abilities (MM) Ask the right questions (NG) Team orientation (ZN) Questioning approach and emotional reactivity (CB) Constructive, well-reasoned contributions (MM) Patience (LM) (ZN) Abundance mentality (AL) AL: "I have noticed that individuals are interested in sharing skills with other people and the like." Authoritative speaking (MM) Communication abilities (MM) Good listening abilities (NF) Positive debate, able to cope with constructive criticism (JdP) "we need to feed from each other.... There should be debate in a positive way." Questioning attitude, challenging the leader (NG) "Not necessarily a team player that blindly follows leadership, but sometimes question, but challenges." Aware of others' likes and dislikes (ZN) 	<ul style="list-style-type: none"> Questioning attitude (GG) Openness towards others' ideas (LC) Respectful treatment of others and their ideas (CP) (LC) Willing to work in a team and share ideas (CP) Constructive handling of criticism (YM) "... one critique is given, look for the intent within it. Don't become self-centered and try to protect your territory." Sensitivity towards other members (RS) (RS₂) Compromising behaviours (GR) Buying into vision of team (RS)

6.6 Sub-Category: Emotive Outlook Requirements: Thinking/Focus

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u>
<ul style="list-style-type: none"> Think on their feet (NF) Bring different perspectives and think outside the box (NG) Big picture thinking who can see the end (DM) Open minded (NF) Efforts to ensure success (DD) Driving behaviours (BM) 	<ul style="list-style-type: none"> Daring in thinking (LC) Open mindedness (CP) (ST) Improvement mind-set (LC) "... how can I do things better.... Concept of continuing improving the existing ideas all the time." Focused (GR) "But for me, I see the bottom line, I see sales and I guess that's where we complement each other.... I'm very focused.... I will zone very quickly." Understanding bigger picture and be able to connect the dots (RS₂)

7. Category: Other Criteria from Team Composition

7.1 Sub-Category: Hard Criteria for Team Composition

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u>
<ul style="list-style-type: none"> • Diverse skill set (CB) • Experience (NF) • Company knowledge, especially regarding vision (MR) • Capitalize on people's strengths and experience (JdP) • Cultural diversity: "Also diversity from a cultural point of view as it brings in a total new dimension." • All-rounders (NG) • Technical and practical (DM) • Right mix of people i.t.o. personality (CB) • Match team members with project goals (DD) 	<ul style="list-style-type: none"> • Multi-skilled (EB) (RS) • Multi-cultural (PM) • Technical expertise in different areas of specialization (CP) • Balanced i.t.o. of strengths (TK) • Team members must complement each other (TK) (GR) (RS₂) • Match strengths of members with phase of product development (CP) • Diverse thinking, backgrounds, approaches (TK) (GR) • Product specifications will determine who will be selected for team (RS₂) • Consider members strengths and weaknesses (GR) • Best people on team: balance emotional and logical people (GR)

7.2 Sub-Category: Generation Y

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u>
	<ul style="list-style-type: none"> • Keep in touch with their needs (PN) "The youth in XXX right now... there is a movie hype. It is important to the youth – the millenniums...." • Do not make assumptions about their needs (TO) "Young people like to try things out for themselves." • Appoint young people (EB) "Obviously you need technically competent people but you need younger people than us." • Create space for Generation Y (ZN) (IE) "Yes, the current generation is more aggressive when it comes to innovation but it must be encouraged – it must be positively encouraged." • Create space for all generations (GR) (RS₂)

8. Category: Recommendations to Enhance the Team's Chances for Success: Soul of Business

8.1 Sub-Category: Culture

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u>
<ul style="list-style-type: none"> • Create a culture of trust (CB) • Celebration of success (NG) • People/staff first, customer second (NG) "Before we become client centric we should become people centric – we should sort out ourselves." • Culture of knowledge sharing promotion (SM) "What I am trying to say that whatever worked well in the other countries can be made available to the whole group." • Flexibility and culture of encouragement (AL) (ZN) "... individuals are encouraged to play with new ideas and try... to change routines and their approach...." • Culture of transparency (AS) 	<ul style="list-style-type: none"> • Culture of lack of fear to try something new (OM) • Link appropriate behaviours to value of innovation (PN) • Culture of recognition for all ideas and appreciation (LR) • Growth mind-set in company (GG) (ZN) • Increased sensitivity towards national cultures i.t.o. service delivery (RN) • Expand value of innovation (GG) "But we think, because we are a product driven company that all innovation should be on products, or something like that." • Talk about innovation more (EB) "I think we had never talked about innovation. If we

<p>“... I think in addition to that it would be worth it for the company to share the strategies and also the challenges the company is facing with the employees as that way they feel connected with the company... and bring out those ideas they have been keeping for themselves...”</p> <ul style="list-style-type: none"> • Informal culture with lots of fun (AL) • Culture of inclusivity (open door, less structured) (SM) • Family culture of caring (MK) <p>“What we are also saying is that we are one family... the staff is highly supportive – I remember when I lost my dad – the entire team was very supportive... give me all the emotional support...”</p> <ul style="list-style-type: none"> • Free flow of information: culture of openness (SM) (KK) • Culture of openness (SM) <p>“It is one of our strengths actually, the information free flow – there are not blockages at all, it is flowing between departments and co-workers.”</p> <ul style="list-style-type: none"> • Customer centricity (SM) <p>“... and the way the organisation is structured. It is very easy for everyone in the company to tap ideas – all the way up to management. It is an open door type of culture.... And everyone is free to bring up any idea they seem to have... pick up that call and give the customer a listening ear.”</p> <ul style="list-style-type: none"> • Culture of communication (AS) (KK) • Culture of flexibility, also in dress code for young people (ZN) • Culture of freedom to give ideas without always reminded of budgetary constraints (BM) <p>“... the reason why we could not go forward with innovation is, whenever somebody comes with ordinary ideas, the first thing that you think of is money.... You can’t even listen on how the innovation is going to ... improve you.”</p>	<p>could do this – it is motivating and everyone can play a role.”</p> <ul style="list-style-type: none"> • Culture of knowledge sharing promotion (PN) <p>“I think tapping into each other’s potential and as a group we need to be looking at which country is really doing well and what they are doing which is different from what they are doing... but I think tapping into each other’s countries and regions, I think that would be really good.”</p> <ul style="list-style-type: none"> • Culture where staff can give ideas without fear of being ridiculed (OM) • Credible public image of being a successful innovator (EB) • Supportive culture (EB) • Unclutter technical jargon so that everyone can understand (technical jargon) (VM) <p>“It is good to have a “translator”. If you look at the finance team... people do not speak the same language. Sometimes it is good to have someone in the middle to translate and to build the bridge....”</p> <ul style="list-style-type: none"> • Trust environment (ST) • Create culture of continuous learning (JM) <p>“Lastly, there is also continuous learning. You cannot innovate if you are not continuously learning and having a learning and development environment for the staff.”</p> <ul style="list-style-type: none"> • Culture of openness (ST) • Create culture of success by sharing success stories (RS₂) (RS)
--	--

8.2 Sub-Category: Leadership Behaviours to Create an Environment for Teams to Flourish

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u>
<ul style="list-style-type: none"> • Value-adding behaviours and commitment (NG) 	<ul style="list-style-type: none"> • Providing focus and vision (RS₂) (OM) <p>“It was the focus of the leader of that team.”</p> <p>“... for us to understand is that we have to have a focus, we must know exactly where we going and we must all buy into the vision....”</p> <ul style="list-style-type: none"> • Leader driving innovation (EB) • Providing technical direction (OM) <p>“Okay, the leader is taking and giving technology stewardship.”</p> <ul style="list-style-type: none"> • Communication style with a sensitivity to individual differences (IE) • Collaborative, direction giving (EB) <p>“So the leader must get all’s input and not leave someone out – if there is not a strong leader to drive it, then you will meet continuously and just talk about the same thing.”</p> <ul style="list-style-type: none"> • Direction giving (GG) <p>“For a project to be successful someone needs to make the final call.... Someone must say: this is the</p>

	<p>way forward.”</p> <ul style="list-style-type: none"> • Resolve issues emanated from merger (GR) <p>“.. but I think we need to clean up the story and we need to be... a lot more consistent and a lot more clear.”</p> <p>“... to own the space but we need to be clear in the message and we need to trim out all the baby fat or the excess... that’s where the opportunity is.”</p> <ul style="list-style-type: none"> • Leader credibility (CP) <p>“... what you have said and what you are doing have to correlate.”</p> <ul style="list-style-type: none"> • Leaders values must connect with that of team (CP) <p>“If the team is honest and the leadership is not, it falls flat.”</p> <ul style="list-style-type: none"> • Management support with implementation (ST) • Leadership buy-in into project (GR) (RS) • Visibility of the leader and interaction with people (GR) (RS) • Supportive towards the team (GR)
--	--

8.3 Sub-Category: Management Manners

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u>
<ul style="list-style-type: none"> • Management must be open-minded about new ideas (LM) • Support ideas to be implemented (MK) • Management support on ideas to be implemented (MK) <p>“... that in itself is motivating when you see your idea implemented... as it incentivise you... so we should not shelve these brilliant ideas and say ‘no, we must first look at the budget’ – as this kills the innovation.”</p>	<ul style="list-style-type: none"> • Providing/giving feedback to staff who come up with an idea (ST) • Provide a defined objective of deliverables (LR) • Focused approach (EB) • Implement processes to improve speed (FA) • Get in touch with the human element in organisations (IE) <p>“All he did was to speak to the people. He only concentrated on the people...”</p> <ul style="list-style-type: none"> • Give staff space in their schedules to innovate (OM) • Communicate practices (SK) • Move away from micro management (PN) • Celebrate successes (LC) <p>“... let’s clap hands for you, let’s recognize you...”</p> <ul style="list-style-type: none"> • Fair reward for innovation ideas which are cost saving (LC) • Provide structure (GG) • Motivate people (LC) <p>“You cannot assume that people will just sit where they are and innovate. Sometimes you have to find a way to motivating them in a way of extracting those ideas out of them.”</p> <ul style="list-style-type: none"> • Create environment that can be a catalyst for feelings of self-efficacy: encourage staff to come up with ideas (LM) (EB): tap into people’s potential (PM)

9. Category: Recommendations to Enhance the Team’s Chance for Success: Rules of Engagement

9.1 Sub-Category: Team Interactions

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u>
<ul style="list-style-type: none"> • Social relationships in teams (CB) <p>CB: “Especially the social component in a team is</p>	<ul style="list-style-type: none"> • Free flow of ideas in teams (TO) <p>“... you give them a free hand then people had all sorts</p>

<p>huge. You do not need a bunch of stiff necks – it is actually so important to have that person that sometimes irritates you, who comes and chips in, is loud, they are busy, that kind of person also adds a dynamic.”</p> <ul style="list-style-type: none"> • Create team spirit to ensure collaborative effort (JdP) • Agreement in team before next step takes place/planning (AS) • Create space for departmental teams to meet frequently to promote finding solutions (SM) • Change management ability (ZI) 	<p>of ideas that can help.”</p> <ul style="list-style-type: none"> • Create a team atmosphere to enhance innovative behaviours (GG) <p>“But if you go to a forum and you only get a negative vibe before the meeting start, I have lost interest as I know we can’t go anywhere. Then I get so bored, I actually lose my mind.”</p> <ul style="list-style-type: none"> • Feeling/group efficacy “can do” (GG) <p>“...if we all have the can-do attitude you find ways and means around it.”</p> <ul style="list-style-type: none"> • Attach correct behaviours to the value of innovation (IE) • Trust amongst team members (RS) • Create structures (GR) • Team atmosphere where everyone can give their opinion (GR) <p>“And I also think you’ve got to set the tone in the team so that everybody’s opinion count and that if somebody is wanting to do something or stating, have the forum open....”</p>
---	---

10. Category: Recommendations to Enhance the Team’s Chances for Success: Enabling Structures

10.1 Sub-Category: Resources

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u>
<ul style="list-style-type: none"> • Budget to do R&D (AS) <p>AS: “A bigger budget for research and development. We do not have much – should we have a bigger budget....”</p> <ul style="list-style-type: none"> • Sufficient access to the technology platform as language could be problematic (MR) 	<ul style="list-style-type: none"> • Budget to do R&D (GN) (RN) • Sufficient human resources (RN) (PN) • Create Innovations Department, appoint Innovations Manager (GN) • Appoint Innovations Manager to share expertise, identify opportunities in markets (products, processes) (PM) • Allow everyone access to current technology plat form (ST)

10.2 Sub-Category: HR Practices

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u>
<ul style="list-style-type: none"> • HR must show different attitude towards staff (CB) • Active measurement of innovation through target setting (MK) <p>MK: “Innovation is a driver and will really help to start operationalizing it. It must become an active target or objective that you have to meet on an annual basis.”</p> <ul style="list-style-type: none"> • Incentivise innovative behaviours (SM) <p>SM: “So anyone who comes up a brilliant innovative idea which is implemented, let them be appreciated. It will also encourage others to start thinking outside the box.”</p> <ul style="list-style-type: none"> • Recruit staff who can change client perceptions (RN) • Ensure qualified people are put in roles (CB) <p>CB: “To add, start to get qualified people into roles. People shifted from one role to another – non-qualified people were pushed into roles.”</p> <ul style="list-style-type: none"> • Skills training in innovation (AS) (BM) (ZI) (ZN) (KK) • Staff training for competitive edge (MR) • Establish an exchange programme (AS) <p>AS “To add on, increase the budget for R&D as it also</p>	<ul style="list-style-type: none"> • Incentive structures for people who are innovative (LR) (RN) (ST) <p>“What we need is to incentivize... in bringing new innovative ideas. I will tell you the specific people who are not really experts but who know the specific challenges, is faced with who have the solutions... staff are not necessarily excited about bringing forth ideas because... they feel that the company will use the idea and not even recognize it....”</p> <ul style="list-style-type: none"> • Recruit people who share company values (IE) • Recognition: financial and non-financial (RN) • Analyse reasons for negativity of people (CL) • Appoint people from the outside in top positions to get new perspectives (EB) <p>“... these day engineers and not accountants run companies. Because they look differently at stuff and they analyse it completely different. So bring in fresh blood.”</p> <ul style="list-style-type: none"> • Empower staff through training in innovation (IE) (GG) (FA) (LR) (VM) (JM) <p>“When we talk about innovation, people just always</p>

<p>gives us room for a good exchange programme that must be put in place – in-country staff can easily interact with other group companies.... That would give us broader exposure and see where we can do better and make improvements.”</p> <ul style="list-style-type: none"> Creates a review system for teams to share success (SM) <p>SM: “And having a review system on a regular basis where each team will give at least three innovative ideas and how everything works. Then annually we can see which innovation challenges have been met.”</p> <ul style="list-style-type: none"> Retain talented staff (AS) Management style of empowerment and individual accountability (AL) Talent management (ZN) 	<p>talk about technology in that regard. Maybe we also need understanding to be able to participate in activities and not to withdraw.”</p> <ul style="list-style-type: none"> Create a sense of internal competition to encourage staff to become daring in their thinking (LR)
---	---

10.1 Sub-Category: Approach towards Innovation Process

Unsuccessful Group: A	Successful Group: B
<ul style="list-style-type: none"> Involve team from the beginning (NF) Remunerate best ideas (NF) (ZN) Create required structures (NF) Empower people to understand the innovation process (NG) (LM) (ZN) Countries must learn from each other (RN) Proper research (KK) Controlled processes (KK) Involve the customer (ZN) Improve the communication (KK) Create awareness on importance of innovation (DM) 	<ul style="list-style-type: none"> Encourage in-country innovation (PM) Define innovation in our company (IE) Countries to learn from each other (successes and failures) (PM) Focus on process and not just end result (VM) <p>“Sometimes we should not be so focused on a successful end result that we must rather focus on the process – look at where we are now. Sometimes innovation can also come from failure as well.”</p> <ul style="list-style-type: none"> Improve communication (LC) Create innovation structures (CP) (GR) Roll out new business operating model with communication required (CP) Sensitivity towards cultural in-country requirements (YM) Appoint Innovation Driver from top management to act as sounding board (GG) Separate innovation department (TO) Improve to excellent understanding of customer requirements (TO) Improve communication from HO to all countries (PM) More support from HO (PM) Develop a database of people who are passionate about innovation to source from (CP) Cultural diversity to be taken into account in choosing methods of innovation/idea generation (CP) <p>“Particularly if you come from different backgrounds and different cultures and staff like that and those are not normally being taken into consideration when you are setting up a technique.”</p> <ul style="list-style-type: none"> Change Management Approach (JM) <p>“Innovation also comes with a lot of change, therefore it needs to be robust in its change management model.”</p> <ul style="list-style-type: none"> Benchmarking (OM) <p>“A critical success factor for innovation is also the visibility of my data. What is the insight that my data gave me... so that I can interpret their lifestyle,</p>

	behaviour and possibly trends....” • Target Generation Y and their specific needs (PN) (TO) • Research (GR)
--	---

11. Category: Perceived Stumbling Blocks which Prevent Teams from being Optimally Successful

11.1 Sub-Category: Company Soul: Culture

Unsuccessful Group: A	Successful Group: B
<ul style="list-style-type: none"> Lack of caring in culture (CB) (JdP) (NG) (DM) JdP: “Nowhere in our values – and... there is no investment in the people – nothing – they do not talk about liberating the best in you.” Buzz words confuse issues (CB) CB: “... they talk about all these nice, fluffy things like ‘client centricity’, ‘service’, ‘accountability’.” Cold culture (NG) NG: “Our attitude here is so far behind – will take us 15 years to catch up.” Culture closed to new ideas (ZN) (DM) (CB) CB: “It happens like this at our company. You are not allowed to do this. In this company we have not done this and we don’t do it – but says who.” Culture of reluctance (MK) Lack of sharing of knowledge, ideas and mistrust the system (MK) Difficulties into settling into new culture after merger (JdP) JdP: “This is bad for us because we come from a complete different culture... we are struggling with the change in values.” Non-adherence to culture guarantee project failure. (CB) CB: “Very important as a project can fail when you go against the culture.” Culture of exclusivity (DM) DM: “... culture is broken.” “Yes, we are sitting together. They came (some ladies) and heard in the conversation that they were not invited.... I was thinking this is so bad. Things are broken for a lack of better words.” Culture dictates communication structures (JdP) (CB) JdP: “It is so unnecessary – is it really not part of your hierarchy that you can communicate directly to me? Maybe it is personal or I am just emotional, but I was flabbergasted.” Hierarchical attitude in company (CB) CB: “God forbid that this guy even sends the higher person an email, you can’t even speak to him. How dare you address me in any way or format – that is the culture here.” Lack of caring for individuals (CB) CB: “So what that means, like listen “I do not care about you as an individual. I pay you to deliver... do not say anywhere is my values that people are my asset... don’t say anywhere in my values that I should deliver the best in my people. And that is my concern about this business and that is going the wrong direction.” Culture leads to low morale (JdP) (ZN) Feelings of isolation and not exposed to other 	<ul style="list-style-type: none"> Innovation as a value is not lived (EB) “... innovation is a value but they don’t put a lot of money behind it they.... These days you must put money in innovation to stay ahead – and that is where companies fail – they don’t put money or thinking behind it.” Unsupportive culture prevents innovation from happening (TO) (ST) (GR) “If the organizational culture does not support innovation, the amount of effort that is required to let it work, is ten times more than in another company that has a culture that supports it.” Departmental differentiation based on perceived “importance” (CP) Culture reinforces a fear of trying something new (GG) Culture focuses on failures (GG) Culture creates a requirement to circumvent the red tape (AS) “... start on something without the MD knowing....” Staff feels excluded from the process (YM) Male dominated egotistical culture (RS) (RS₂) Individualistic culture (RS₂) Insufficient openness of culture (GR) Lack of group identity (RS) Legacy of company (GR) “... its got all this history behind it... and it’s like an old fossil.” Employer brand does not reflect innovation (GR) (RS) “Too big to fail and too big to be agile....” “Yes, they’ve become cumbersome... it just goes on relentlessly.”

<p>countries (HL)</p> <ul style="list-style-type: none"> Feelings of disempowerment by smaller countries due to a dictatorial domineering H/O (HL). Lack of focus on people issues (CB) 	
---	--

11.2 Sub-Category: Perceived Leadership Approach towards Innovation

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u>
<ul style="list-style-type: none"> Older management resists change (MR) 'Old boys club' prevents involvement of staff in innovation (CB) <p>CB: "... I do not think we are involved enough. ... in every organisation you get the old boys club, you know, those guys who have been here from the beginning and they keep their business very close to them."</p> <ul style="list-style-type: none"> Too traditional in approach towards project management (CD) Lack of acceptance of innovation ideas (MM) (KK) 	<ul style="list-style-type: none"> Lack of innovation support by leaders (ST) <p>"If you discuss it with your manager who may not be interested in innovation – maybe that it is not supported, it makes it very difficult."</p> <ul style="list-style-type: none"> Old school mentality (RS) Old school management (LM) <p>"... they must encourage the good effective teams to flourish and not necessarily focus attention on acceptable behaviour according to them."</p> <ul style="list-style-type: none"> Leadership does not communicate sufficiently (TK) (CP) <p>"Particularly I think on the communication side. I'm giving an example, if a company that is just merged and basically is restructured, we find ourselves having to pick up the pieces and running.... We find that you wake up one morning and you sent an email to somebody and they are no longer there."</p>

11.3 Sub-Category: Structure & Systems

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u>
<ul style="list-style-type: none"> Lack sufficient knowledge of current technology of current technology platform (CB) Systems underdeveloped (MK) <p>MK: "... if you need the system to do something and the system is not yet ready or fully developed and if the enhancements are not yet up to that level...."</p> <ul style="list-style-type: none"> Inappropriate enhancements to systems (AS) <p>AS: "... may not need these add-ons. The same platform that is been used across Africa – the majority of companies may not need all these enhancements.... We always have to make that special request.... So we do not know whether it is going to receive attention – so that is some of the challenges we face."</p> <ul style="list-style-type: none"> Lack of physical space to innovate (SM) <p>SM: "Innovation hub to create time and space for thinking."</p>	<ul style="list-style-type: none"> Unaligned reward system (TK) Incentivize people for innovating (EB) (YM) <p>"People do a lot of stuff without anything extra. A lot of people have new ideas – they patent that and sell it privately – they even sell it back."</p> <ul style="list-style-type: none"> Company structures and procedures (MM) (JM) Lack sufficient access to technology (computers) (ST) Committees upon committees kill innovation (EB) (IE) (GG) <p>"There are just too many structures – we must be able to jump the structure if it is a good idea."</p> <ul style="list-style-type: none"> Bureaucracy (MK) <p>"At times, from my thinking, bureaucracy can hamper us a lot. If the whole long line has to make a decision...."</p> <ul style="list-style-type: none"> Lack of information on business model (TK) <p>"We don't know, you know.... And sometimes we don't know who is who or what they are going to do about it."</p> <ul style="list-style-type: none"> Overreliance on Head Office (JM) <p>"I also think out IT, HR, structures and almost everything are very reliant on the Head Office.... Makes the innovation culture stagnant. We seem to be copying from the mother company and cannot come up with our own things.... We must still seek approval from our Head Office. If they are not ready for innovation then it is dumped."</p> <ul style="list-style-type: none"> Interference from Head Office (Lack understanding of culture) (MK)

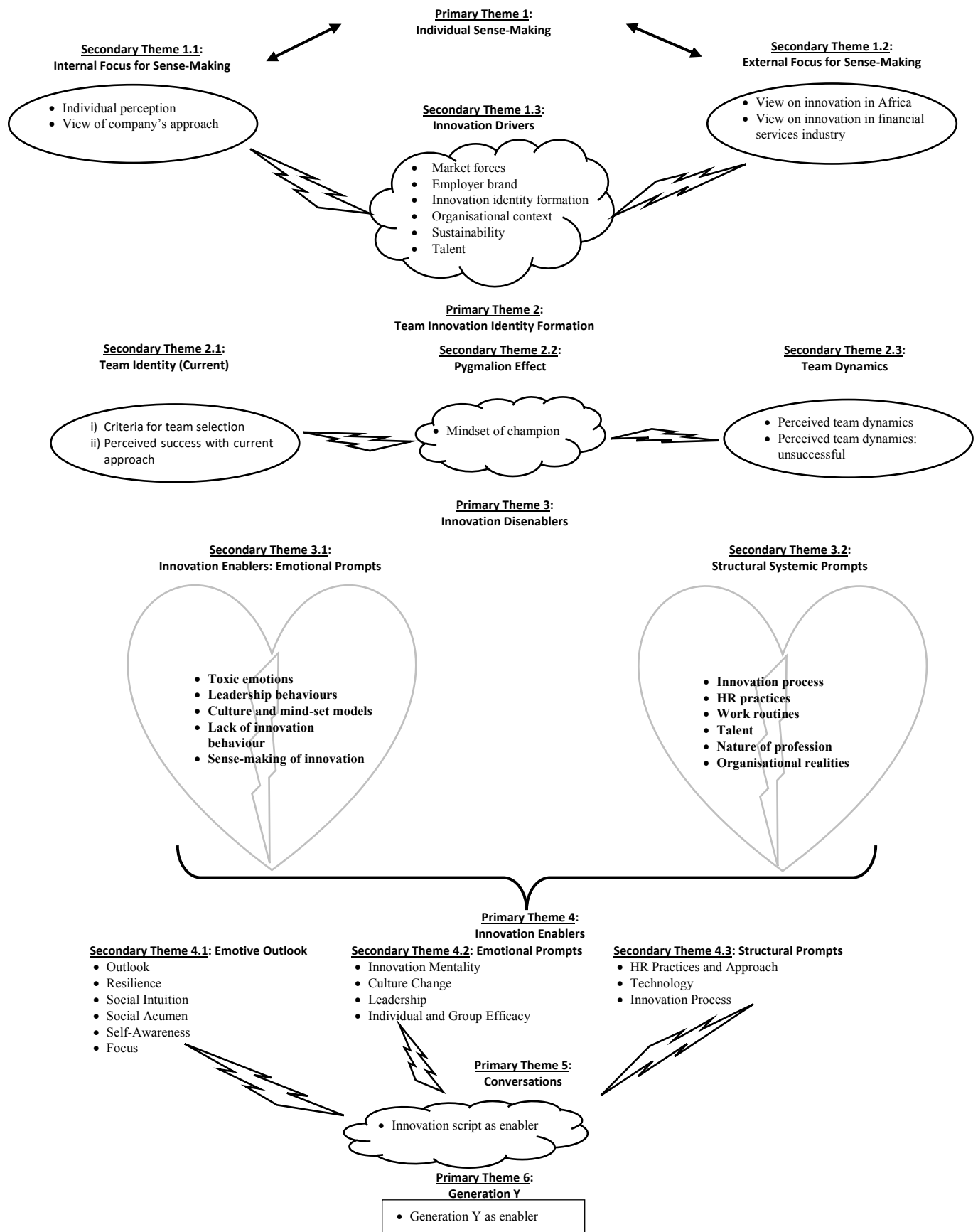
	<p>"We want to keep the client, but HO say you must leave the client – it is loss making. But then we must always inform them that we will make these decisions whether you like it or not."</p> <ul style="list-style-type: none"> • Region feels isolated from current processes (TK) • Structures and processes are not in place (GR) <p>"... Internal innovation process is not in place."</p> <ul style="list-style-type: none"> • International nature of business add complexity (GR) <p>"... and the environment that we work in is, there is an added complexity, because we're dealing with twelve different countries and legislations... the process you need to follow is not always clear...."</p> <ul style="list-style-type: none"> • Cultural complexities not always understood (RS₂) <p>"And sometimes I think we believe that we understand the different nuances in countries, and let's say, legislation be one of them, and we don't."</p> <ul style="list-style-type: none"> • Poor execution (RS) <p>"... so innovation happens which is great. From the innovation to the execution, I think that's sometimes where it falls off."</p>
--	--

11.4 Sub-Category: Organisational Realities

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u>
<ul style="list-style-type: none"> • Time as a resource (NF) <p>NF: "When we look at what is going on – we hardly have or find the time to engage in such activities to be away from our desks. So for us this is our biggest constraint, because it is very difficult. That is why we haven't kick-started many things – we just do not have the time."</p> <ul style="list-style-type: none"> • Use of consultants (third parties products) creates negativity (HL) <p>HL: "Another point already raised is that using the consultant's products – the products which we don't have much of a say into. That itself is a stumbling block on people who come up with innovative ideas."</p> <ul style="list-style-type: none"> • Age differences between management and employees (MR) • Cost implications of solutions for clients (SM) <p>SM: "... the idea in-house was good, but I think it had a bit of cost implication and a bit of a challenge to the client. So it was difficult to implement."</p> <ul style="list-style-type: none"> • Budgets (MR) (MK) (MM) (ZN) • National cultures could impact innovative service offerings (AS) (GN) (RN) 	<ul style="list-style-type: none"> • Poor change management practices (CP) • Lack of research lead to wrong product offerings in countries (RN) (TO) • Wrong commission structures lead to product failure (PM) • Mother company gives inappropriate products (GN) leading to customer dissatisfaction (RN) <p>"... when the products were not okay, the clients were not happy... it was wrongly presented to the client... it kills and affect innovation."</p> <ul style="list-style-type: none"> • Lack of time and human resources (TO) (CP) • Deadline focus makes it difficult to innovate (LC) • Cannot fulfil needs as determined by the business environment (PM) • Legislative restrictions (MM) (JM) (MK) (OM) <p>"We have to innovate almost at least every six months, but is that sustainable for the business. So I think the environment in which you operate here...."</p> <ul style="list-style-type: none"> • Role confusion impacting trust and effectiveness negatively (CP) <p>"And you realize that you never know that and you running around to find out if somebody else can help you in that place."</p> <ul style="list-style-type: none"> • Restrictive nature of the industry (JM) <p>"We often have great innovation ideas but our systems are not clever enough to accommodate such a product or a process.... The insurance industry is highly restricted."</p> <ul style="list-style-type: none"> • Budget (MM) • Extreme competition in small markets: many players (MK)

	<ul style="list-style-type: none"> • Set standards and procedures of mature organisations (IE) “XX has been here for 99 years, you tend to be “let’s us not try something new, let’s just leave it”.” • Lack focus on customer (RS) “XX is currently speaking about client-centricity and we have no clue what it is. And I think we needed to get our house in order....” • Unresolved issues resulting from merger (GR) (RS) “So I, but my opinion though, is with all this change, I... re-establish itself as an innovation brand and I think XXX brand is gonna take the knock of the old YYY and AAA.”
--	--

Annexure Q₂: Visual Summary: Coding Process: National Case



Graphic Presentation of Coding Process: Semi-Structured Interviews: Innovation Sponsors/ Champions: National Case

Research Activity: Manual Coding

Semi-Structured Interviews: Innovation Sponsors/Champions: National Case

INDEX

1. Category: Innovation: Internal Focus for Sense-Making

Sub-Categories

- 1.1 Individual Sense-Making
- 1.1 View of Company Approach

2. Category: Innovation: External Focus for Sense-making

Sub-Categories

- 2.1 View on Innovation in Financial Services Industry
- 2.2 View on Innovation in Africa
- 3. Category: Innovation Drivers

Sub-Categories

- 3.1 Market Forces
- 3.2 Employer Brand
- 3.3 Talent
- 3.4 Sustainability
- 3.5 Innovation Identity Formation
- 3.6 Organisational Context
- 4. Category: Current Team Composition Framework

Sub-Categories

- 4.1 Criteria for Team Selection
- 4.2 Perceptions of Success with Current Approach
- 4.3 Perceptions on Current Team Dynamics (Successful Teams)
- 4.4 Perceptions on Current Team Dynamics (Unsuccessful Teams)
- 4.5 Mind-Set of Champions
- 5. Category: Innovation Disenablers: Emotional Prompts

Sub-Categories

- 5.1 Toxic Emotions
- 5.2 Leadership Behaviours
- 5.3 Culture and Mind-Set/Mental Models
- 5.4 Lack of Innovation Behaviour
- 5.5 Innovation Process
- 5.6 Sense-making of Innovation
- 5.7 Organisational Realities
- 5.8 HR Practices
- 5.9 Work Routines
- 5.10 Talent
- 5.11 Nature of Profession
- 6. Category: Recommended Team Requirements to be Successful

Sub-Categories

- 6.1 Recommended Team Composition

7. Category: Recommended Emotive Outlook Profiles

Sub-Categories

- 7.1 Outlook Dimension
- 7.2 Resilience Dimension
- 7.3 Social Intuition Dimension

- 7.4 Social Acumen Dimension
- 7.5 Self-Awareness Dimension
- 7.6 Focus Dimension
- 8. Category: Recommendations for Enablers to Increase Probability for Success

Sub-Categories

- 8.1 Human Resources Practices and Approach
- 8.2 Innovation Mentality
- 8.3 Culture Change
- 8.4 Innovation Process
- 8.5 Leadership
- 8.6 Building Efficacy: Individuals, Group
- 8.7 Conversation Script as Enabler
- 8.8 Generation Y as Enabler
- 8.9 Technology as Enabler

Manual Coding
Research Activity: Semi-Structured Interviews
Research Activity: Innovation Sponsors/Champions: National Case

1. Category: Innovation: Internal Focus for Sense-Making

<p>1.1 Individual Sense-Making</p> <ul style="list-style-type: none"> Improved, new way of doing things and conducting business. (P1NCN) (P2NCN) Innovation not necessarily technological advancement. (P1NCN) (P3NCN) (P4NCN) Summation of small changes also innovation. (P1NCN) (P3NCN) Improvement (P5NCN) (P6NCN) (P4NCN) (P7NCN) (P3NCN) (P2NCN) Innovation equals change, cost savings, technological advancement. (P10NCN) Innovation a process and not a quick fix. (P10NCN) (P9NCN) Improvement of the existing. (P2NCN) Innovation related to organisational size. (P3NCN) Improved efficiencies and quality improving customer experience. (P8NCN) Empower staff to get to innovation. (P8NCN) Working smarter. (P8NCN) Improve speed of service delivery. (P8NCN) (P4NCN) Pro-activity in increasing customer experience. (P8NCN) (P4NCN) Not much exposure; only an implementer. (P6NCN) Technological development. (P6NCN) (P3NCN) (P2NCN) Economic development. (P4NCN) Innovation relates to strategic growth. (P4NCN) Innovation linked to the individual's perspective. (P7NCN) Innovation relates to creation of meaning and life satisfaction. (P7NCN) (P3NCN) Seizing the moment can create an innovative moment. (P7NCN) Innovation only happens if a crisis. (P7NCN) (P10NCN) Way of evaluative, critical thinking. (P2NCN) 	<p>Quote</p> <p>"To me it is very simple – it is a new way of doing things better. And that could be anything ... a product or service offering ... a back office process, whether it is the way you interact with customers." (P1NCN)</p> <p>"... but also about incremental change on the smaller stuff, where you improve efficiencies and you actually improve customer service." (P3NCN)</p> <p>"Well in short, improving on what we deliver, day after day, improving on that." (P5NCN)</p> <p>"My definition of innovation: It is process, more than a bright spark lighting up." (P10NCN)</p> <p>"It might be something that somebody else has used somewhere else, and you bring it and adapt it for your environment." (P2NCN)</p> <p>"... it is something that happens inside you and it is the way you look at the world – it is all about perspective." (P7NCN)</p> <p>"Look at things in a different way that might improve things and it might just make life more meaningful, bring out more joy and purpose in life." (P7NCN)</p> <p>"So it is the ability to think, what we have been doing is a long time – so let me look over the fence and see what other people are doing in the same scenario, what are they applying..." (P2NCN)</p>
<p>1.2 View on Company Approach</p> <ul style="list-style-type: none"> Part of strategic discussions. (P1NCN) Good ideas not put into practice, even with help of consultants. (P1NCN) Value adding, newness, change for better, 	<p>Quote</p> <p>"And how do you turn good ideas that people have into practice. And we had some consultants in that build a model around that, but somehow it just never worked." (P1NCN)</p>

<p>efficiencies, benefits. (P9NCN)</p> <ul style="list-style-type: none"> • Fluctuating energy levels; innovation effort: peaks and valleys. (P5NCN) • Hard work, focus, innovative ways to cope with challenges. (P5NCN) • Old perceptions prevail: innovation separated from business; focused on new products, technology. (P10NCN) • Progress, but slow. (P3NCN) (P2NCN) • Driven by an outside Head Office and filtered to Branches. (P6NCN) • Innovate to get to one standardized approach. (P6NCN) 	<p>“... but for some or other strange reasons, it is almost like energy levels, you know they spike and then they have their valleys and then they spike again.” (P5NCN)</p> <p>“And some of it is not wrong in that they have stagnated, but it is hooked to launching new products and new technology solutions all the time, rather than pulling it into your normal day-to-day processes, and almost conducting innovation there.” (P10NCN)</p> <p>“I think there is a crisis of thinking actually here.” (P2NCN)</p> <p>“Making sure that everybody complies with one important methodology.” (P6NCN)</p>
---	--

2. **Category: Innovation: External Focus for Sense-Making**

<p>2.1 <u>View on Innovation in Financial Services Industry</u></p> <ul style="list-style-type: none"> • Traditional industry equals lack of new service offerings. (P1NCN) • Crucial due to exponential changes. (P5NCN) • Overly controlled. (P10NCN) • Innovation must take place on continuous basis. (P6NCN) • Innovation in financial services industry driven by customer behaviour. (P2NCN) • Industry equates innovation with technology. (P2NCN) • Technology solutions inappropriate for clients. (P2NCN) 	<p>Quote</p> <p>“I think it is of critical and utmost importance to embrace innovation ... the changes in the industry ... is simply immense and massive.” (P5NCN)</p> <p>“Regulation, because of this double control mind-set of the Regulator.” (P10NCN)</p> <p>“... these experience you can design around the way clients interact with the Bank.” (P2NCN)</p> <p>“I think the industry sees innovation as technology ...” (P2NCN)</p> <p>“... you focus on IT innovation which means another system, another platform ... and you give the clients an app which does not really work and they don’t really work on it ...” (P2NCN)</p>
<p>2.2 <u>View on Innovation in Africa</u></p> <ul style="list-style-type: none"> • Lots of potential, but require mind-set change. (P9NCN) (P5NCN) (P2NCN) • Financial services industry in Africa is innovative. (P9NCN) (P5NCN) (P3NCN) • Innovative when knowledge is shared. (P6NCN) • Africa lacks sufficient confidence to innovate aggressively. (P4NCN) (P2NCN) • Able to innovate, distracted by contextual issues. (P4NCN) (P3NCN) • Ethnocentricity kills innovation. (P4NCN) 	<p>Quote</p> <p>“And I think we should also start believing in ourselves. That is something that is very much missing...” (P4NCN)</p> <p>“Unfortunately we have so many other disruptive variables that prevent us from focusing.” (P4NCN)</p> <p>“... we as Africans do not work as one together... We don’t trust each other ... This is detrimental competition.” (P4NCN)</p>

3. **Category: Innovation Drivers**

<p>3.1 <u>Market Forces</u></p> <ul style="list-style-type: none"> • Competition in industry: new and non-traditional entrants. (P1NCN) (P9NCN) (P5NCN) • Market intelligence of utmost importance. (P5NCN) (P2NCN) 	<p>Quote</p> <p>“... the disruption is not only coming from the financial services industry, but from other industries as well. It is happening all around us – all the signs are there.” (P9NCN)</p> <p>“Just look at how technology has enabled non-bank players to come into picture ... has been massive.” (P5NCN)</p>
--	---

<ul style="list-style-type: none"> Legislative requirements, directives from government. (P5NCN) (P8NCN) Concerns regarding stagnation. (P4NCN) Fast changing industry: innovate to remain competitive. (P4NCN) (P2NCN) 	<p>"Simply the way the markets are developing. You know markets are dynamic stuff." (P5NCN)</p> <p>"... we were almost stagnating – where the industry is growing at a specific pace, we were not growing at the same pace. So from an innovative perspective we immediately went back to our legislation ..." (P4NCN)</p> <p>"... but in our industry the changes are so fast that if you don't keep ahead of them you will stay behind: technology and everything that goes with it ..." (P4NCN)</p>
<p>3.2 <u>Employer Brand</u></p> <ul style="list-style-type: none"> Innovation enhances employer brand and skill attraction. (P5NCN) Image as innovator determined by brand perception. (P4NCN) Negative public image impact morale and innovation negatively. (P4NCN) Caring public image lead to positive emotions about a company. (P7NCN) 	<p><u>Quote</u></p> <p>"You know, people were increasingly taking note of us ... to change jobs and leave the old ... better career opportunities in this organisation, it is growing, it is maintaining itself." (P5NCN)</p> <p>"... we look at our brand perception as to how industries are perceiving us ... so we had to look at ways of showing more innovation in terms of how we can service our customer better." (P4NCN)</p> <p>"... and it is in the media, immediately you have people who have a warm feeling about you, because of the interconnectedness emotionally." (P7NCN)</p>
<p>3.3 <u>Talent</u></p> <ul style="list-style-type: none"> Right people. (P5NCN) Fit-for-purpose people. (P5NCN) Fit-for-purpose staff. (P5NCN) Capable digital savvy staff. (P3NCN) 	<p><u>Quote</u></p> <p>"You know what – I think it is a simple answer – the right people." (P5NCN)</p> <p>"You know, they were fit for the purpose of their role – in all aspects, I mean they were just fit for the purpose of their engagement – the specific roles they played." (P5NCN)</p> <p>"... in respect of human resources and either get your people trained to comply with dynamic requirements or, simply seek and find fit-for-purpose staff." (P5NCN)</p> <p>"People who are digital savvy – they are the smart people. There is a difference between being willing and capable of doing something. ... people with the right attitude can add a lot of value." (P3NCN)</p>
<p>3.4 <u>Sustainability</u></p> <ul style="list-style-type: none"> Innovation becomes the differentiator. (P1NCN) Continuous introspection. (P5NCN) Reality and context for the organisation. (P5NCN) Effectiveness, efficiencies, increasing the profit margin. (P4NCN) Innovations gives edge above competition. (P4NCN) Recognise external environment to be sustainable. (P7NCN) 	<p><u>Quote</u></p> <p>"And I think for that reason (competition) xxx should become more innovative ... So the question of whether it is overrated or not, it is essential." (P1NCN)</p> <p>"I think innovation is driven by the requirement of reality around us, the environment, your competition." (P5NCN)</p> <p>"My experience ... you had to be very innovative to stay ahead of your game. So there we had to come up with new products all the time -..." (P4NCN)</p> <p>"What is bottom-line compare to sustainable growth and a sustainable future ... there is so many things happening that is integrated with business ..." (P7NCN)</p>
<p>3.5 <u>Innovation Identity Formation</u></p> <ul style="list-style-type: none"> Needs innovation definition. (P1NCN) (P9NCN) 	<p><u>Quote</u></p> <p>"So we have not formed, the leadership cadre has not</p>

<p>(P2NCN)</p> <ul style="list-style-type: none"> • Innovation to be integrated in thinking and doing (organisational DNA). (P1NCN) (P3NCN) • All processes must support innovation. (P9NCN) • Supportive environment for people to be innovative. (P1NCN) (P4NCN) (P3NCN) • Needs compelling case for innovation. (P5NCN) • Innovation linked to culture change process: self-management and leadership. (P10NCN) • Link innovation to the employee value proposition. (P10NCN) 	<p>defined what we see as innovation ...” (P9NCN)</p> <p>“I think if you are really serious about innovation, and you want to make it part of the way you work in the organisation or the way you live, it would be the place to start. If I can use a concept like risk management, which is especially in the banking world, not something that you can do on the side, or done by different people, it has to be part of the way you think and work.” (P1NCN)</p> <p>“What we are focusing to change is around the whole cultural discussion and actually moving over to the self-management and leadership characteristics that you can lead from any chair.” (P10NCN)</p>
<p>3.6 Organisational Context</p> <ul style="list-style-type: none"> • Context determines individual behaviour. (P3NCN) • Organisational context and staff make-up determines innovative behaviours. (P3NCN) (P4NCN) (Innovative behaviour is highly contextually bound.) 	<p>Quote</p> <p>“One has to be fair to people – you might find an identical profile person and they might be acting differently just because the stimulation from the environment is different.” (P3NCN)</p>

4. **Category: Current Team Composition Framework**

<p>4.1 Criteria for Team Selection</p> <ul style="list-style-type: none"> • No specific format or criteria. (P9NCN) (P8NCN) • Multidisciplinary. (P9NCN) • Project-based. (P9NCN) • Expertise requirement for specific project taken into consideration. (P9NCN) (P8NCN) (P4NCN) • Volunteer (willingness to engage). (P9NCN) • Source expertise externally if lacking inside. (P9NCN) • Functional role expertise, availability considerations. (P9NCN) (P8NCN) (P2NCN) • Output ability and not personality. (P8NCN) • Knowledge, experience, not too creative. (P6NCN) • Advice, networking from experts to put teams together. (P4NCN) 	<p>Quote</p> <p>“It is a very risky job, which means they must be technically very good at what they are doing.” (P8NCN)</p> <p>“The other criteria is in terms of the practically or functionality. If someone e.g. is in marketing, and the project is about advertising, they will involve that person.” (P9NCN)</p>
<p>4.2 Perceptions of Success with Current Approach</p> <ul style="list-style-type: none"> • Incorrect composition of teams lead to failure/lack of progress. (P9NCN) • Overreliance on one person with specialized knowledge (influence outcome negatively). (P9NCN) • Reasonable, continuous learning and improvement of teams. (P8NCN) • Teams perform according to a current list of clients. (P8NCN) 	<p>Quote</p> <p>“I would definitely say that there were instances where the wrong team was selected, not the wrong team, but the wrong participants.” (P9NCN)</p> <p>“You need specific subject experts because a project is in a specific area and the person has to be there – sometimes it is the only person who has the required knowledge to do it.” (P9NCN)</p>

<ul style="list-style-type: none"> • Successful, challenge to find qualified staff. (P6NCN) • Small technical team: effective and research solutions. (P4NCN) 	
<p>4.3 <u>Perceptions on Current Team Dynamics (Successful Teams)</u></p> <ul style="list-style-type: none"> • Committed, involved, focused, emotionally intelligent leader helps groups to focus. (P9NCN) (P8NCN) (P2NCN) • Leader of successful teams can handle interpersonal dynamics well. (P9NCN) • Positive start to a project, members remain positive. (P9NCN) (Keep positive momentum.) (P2NCN) • Success experiences lead to more success; enhances confidence of team. (P9NCN) • Feelings of efficacy leads to success and overcoming challenges. (P9NCN) • Clear objectives. (P8NCN) (P3NCN) • Conflict management skills. (P8NCN) (P3NCN) (P2NCN) • Cooperative, helping attitude amongst staff. (P8NCN) • Synergies in teams ensure achievement of deadlines. (P6NCN) (P2NCN) • Challenging team member in a positive manner. (P3NCN) • Strong sense of team identity. (P2NCN) • Pride to serve on team. (P2NCN) 	<p><u>Quote</u></p> <p>“... all he had was social capital networking. (P2NCN)</p> <p>“... but I have noticed that when projects start well and they end well, the chances of it going further down the line is better.” (P9NCN)</p> <p>“If it goes well and you see in the first couple of meetings that milestones are reached, within budget, the team is working together, the belief is “okay, we can deliver this project.” (P9NCN)</p> <p>“There are differences in opinions but it is never that you get to a standstill and that nothing will happen.” (P8NCN)</p> <p>“So they take over each other’s jobs, just too quickly help the processing thereof. So that is like supportive interaction that they have as a group ...” (P8NCN)</p> <p>“And they are not averse to challenging one another ... we are trying to achieve this common goal, but let us not be destructive in this whole process.” (P3NCN)</p> <p>“... I think they were very proud and the manner in which they were recruited ... You were invited to serve to this.” (P2NCN)</p>
<p>4.4 <u>Perceptions on Current Team Dynamics (Unsuccessful Teams)</u></p> <ul style="list-style-type: none"> • Teams gel together or not / chemistry. (P9NCN) • Over-involvement of one expert in too many teams. (P9NCN) • Member overload influence team negatively. (P9NCN) • Dysfunctional team member behaviour: cause friction frustration and poor team dynamics. (P9NCN) (P2NCN) • Dominant personalities manipulate team for certain decision: resulting in wrong decisions. (P9NCN) • Member apathy and avoidance of conflict due to aggressive, dominant personality. (P9NCN) (P2NCN) • Lack of problem-solving behaviour due to argumentative, defensive team members. (P9NCN) • Teams starting negatively; chances greater to be unsuccessful. (P9NCN) • Failure effects individual self and group efficacy. (P9NCN) • Poor interpersonal relationships in teams. (P9NCN) (P6NCN) 	<p><u>Quote</u></p> <p>“And here, because some people are experts, they are involved in 80% of the projects, they are overworked and that adds to the matter.” (P9NCN)</p> <p>“And sometimes it is due to such a person just having too much on his or her plate, stress, yes, but just having too much work. So it is definitely behavioral.” (P9NCN)</p> <p>“... they are also on their back foot – they are always argumentative. A problem to be solved is always seen as an argument. They always have a tone of defending or attacking ...” (P9NCN)</p> <p>“I think when people start negatively, they stay negative and become more negative.” (P9NCN)</p> <p>“Definitely, when things go sour the belief of ‘that we can pull things off successful’ also goes down.” (P9NCN)</p> <p>“You can see the relationships on the teams who have</p>

<ul style="list-style-type: none"> • Disrespectful behaviours of members toward one another. (P4NCN) • Personal circumstances influence team behaviour. (P7NCN) • Lack of sense of urgency. (P3NCN) • Lack of shared vision. (P3NCN) • Inclusion of consultants affected dynamics negatively. (P2NCN) • Leader changes focus continuously, members losing motivation. (P2NCN) 	<p>not performed well, are not as healthy as the projects where it does go well.” (P9NCN)</p> <p>“And that is one thing that you cannot actually ignore of what is happening in your home. How happy are you there, because if you are not happy there it is very difficult to be happy in the work, unless you have the ability to cut yourself off from that.” (P7NCN)</p> <p>“Because some team members might have been very excited about what was proposed, but if the leader starts changing the game, you lose people’s motivation.” (P2NCN)</p>
<p>4.5 <u>Mind-Set of Champions</u></p> <ul style="list-style-type: none"> • Innovation equals variety therefore appealing to me. (P9NCN) (P7NCN) • Believe everyone has potential to be innovative. (P9NCN) (P10NCN) (P7NCN) (P3NCN) • Setting the tone and motivating by example; stimulating innovative thinking. (P5NCN) • Passionate about innovation. (P10NCN) (P7NCN) (P3NCN) • Not part of self-image, technical expert. (P6NCN) 	<p><u>Quote</u></p> <p>“So I think because innovation is about the new, about the change, the different, that just appeals to my personality.” (P9NCN)</p> <p>“And if you display or portray the slightest aversion to a topic like that, what do you think will happen in your organisation? You will stagnate and probably die over the years a slow death.” (P5NCN)</p> <p>“Ah, I would not consider myself as an innovation champion ... I am not a person who is too innovative and I rather focus on the technical stuff that is important for my client.” (P6NCN)</p>

5. **Category: Innovation Disenablers: Emotional Prompts**

<p>5.1 <u>Toxic Emotions</u></p> <ul style="list-style-type: none"> • Lack of courage to be less status conscious (role perceptions). (P1NCN) • Complacency: abundance kills survival instinct. (P1NCN) • Complacency kills innovation. (P1NCN) (P5NCN) • Frustration of people who want to be innovative, but can’t. (P1NCN) (P10NCN) • Staff feel threatened (job security) due to use of consultants. (P9NCN) • Unwillingness of experienced staff to share experience and knowledge. (P10NCN) • Lack of pro-activeness, disinterest. (P8NCN) • Work ethic: lacksadaisical. (P6NCN) • Selfish behaviour of team members. (P4NCN) (P7NCN) • Lack of commitment amongst team members. (P4NCN) 	<p><u>Quote</u></p> <p>“I don’t know, maybe we were not hungry anymore ... We became big, successful and I do not know, maybe we just lost the hunger to do it.” (P1NCN)</p> <p>“Yes, complacency is a terrible thing. That is why very successful organisations eventually die, and being taken over by somebody smaller than they are.” (P1NCN)</p> <p>“So the effect down the line is that people get more and more frustrated.” (P10NCN)</p> <p>“But from a team dynamic, health point of view, some members view these people as taking away jobs, ...” (P9NCN)</p> <p>“So that is where it becomes ineffective: in that some people are clever and they realize that their scarce skills give them leverage. So they don’t train others, they don’t develop others’ skills.” (P10NCN)</p> <p>“It is just that they are not thinking ahead on how to improve.” (P8NCN)</p> <p>“... the ego is the problem. The ego is that me, myself and I are the only thing that matters.” (P7NCN)</p>
---	---

<ul style="list-style-type: none"> • Non-caring attitude. (P7NCN) • Disruptive behaviours – delaying tactics. (P2NCN) • Disengagement. (P2NCN) • Resisting change. (P2NCN) 	<p>“... people would do the same mistake just over and over. And it is as if they couldn’t care less.” (P7NCN)</p> <p>“And say, I do not understand it that way. Although agreement has been reached, you kind of introduce red herrings – and then we all get distracted by the red herrings and then we are losing focus.” (P2NCN)</p> <p>“... just sitting in a meeting and saying something like: ‘It is not my problem’.” (P2NCN)</p>
<p>5.2 Leadership Behaviours</p> <ul style="list-style-type: none"> • Leadership have not bought into innovation concept (change, try new things). (P9NCN) • Leadership uncertainty on manner to drive innovation in highly regulated environment. (P9NCN) (P2NCN) (P1NCN) • Leadership neutral towards people’s ideas. (P9NCN) • Senior managers not interested or driven by innovation. (P1NCN) (P2NCN) • Leadership not driving innovation. (P1NCN) (P2NCN) • Command and control leadership styles. (P10NCN) • Poor self-image of leaders. (P10NCN) (P2NCN) • Lack of strategic urgency. (P10NCN) (P2NCN) • Lack of unity amongst leadership: lead to lack of team cohesion. (P2NCN) • Lack of focus by leadership in organisation. (P2NCN) • Lack of ownership of projects. (P2NCN) • Blaming behaviours. (P2NCN) 	<p>Quote</p> <p>“I think leadership ... they haven’t figure out how to drive innovation in this conservative highly regulated environment.” (P9NCN)</p> <p>“The people have great ideas and the people are immensely frustrated with things which are not changing.” (P9NCN)</p> <p>“So what you have is people getting through the ranks and ending up in the senior management ranks, they are less inclined to do it than people who are coming from the bottom. So what you have is people who are not driven by innovation and change, having to make it work.” (P1NCN)</p> <p>“That is the sickness of our millennium and the whole way corporates have been constructed and evolved over the years: command and control. We definitely got pockets where it is very evident – people don’t bother thinking anymore – as someone else will check it.” (P10NCN)</p> <p>“A second belief that I got is, and I have to be proven wrong on it, and that is that over time you don’t often enough get people who recruit people better than them.” (P10NCN)</p> <p>“... so we have a very mild approach to strategy at this stage as it goes very well. And every new think, it is said, don’t disrupt what is working, So you end up with a very narrow path, exploring step changes.” (P10NCN)</p> <p>“And I am already seeing that there is some fragmentation but I believe the fragmentation is around the leadership within the team. It is the leaders that crate that lack of cohesion.” (P2NCN)</p> <p>“... they would say it was somebody else’s fault ...” (P2NCN)</p>
<p>5.3 Culture and Mind-Set/Mental Models</p> <ul style="list-style-type: none"> • Innovation and job being remunerated for: completely separate paradigms. (P9NCN) (P1NCN) • Apathy. (P10NCN) (P2NCN) • Cultural links (ethnic). (P10NCN) (P3NCN) (P2NCN) 	<p>Quote</p> <p>“They don’t bother challenging as it is just too much effort having it debated -” (P10NCN)</p> <p>“- the community is too small to challenge your line manager, because he ends up being your second cousin – the relationships are too sensitive, so there is not sufficient constructive debate happening to innovate in my view.” (P10NCN)</p> <p>“... one actually needs to understand that the complexity of things is when we don’t bring analysis</p>

<ul style="list-style-type: none"> • Over-analysis prevent comprehension of complexity of issues. (P7NCN) • Old/outdated mental models. (P7NCN) • Overemphasis on individual perspective, failure or contribution. (P7NCN) • Remaining within comfort zone. (P2NCN) • Overly cost-conscious – prevents innovation efforts. (P2NCN) 	<p>into synthesis. ... And that is the problem with life, we are so involved in the detail that we do not see the bigger picture.” (P7NCN)</p> <p>“Yes, yes, because we are living with frameworks and perspectives that need to be dusted.” (P7NCN)</p> <p>“... but each individual has his own perspective of life, and we don’t see the commonality.” (P7NCN)</p> <p>“... we have made the individual so important that everything is put in the hands of the individual. So when you are a failure, you are a big failure, when you are a success, you are a big success. It is not a shared community.” (P7NCN)</p> <p>“Because we say if it is not broken, then don’t fix it. It is about saying it is not broken now, so don’t fix it, but it is not relevant anymore which is not good enough.” (P2NCN)</p> <p>“And being the Bank that we are, we are always cautious about money and how much you can spend.” (P2NCN)</p>
<p>5.4 Lack of Innovation Behaviour</p> <ul style="list-style-type: none"> • Some people resist change – uneasy with innovation. (P1NCN) • People in comfort zone. (P1NCN) (P10NCN) • Tenure negatively associated with innovation behaviour. (P1NCN) (P10NCN) • Lack of innovation behaviour anxiety provoking. (P10NCN) (P2NCN) • Lack of innovative behaviour due to work ethics and lack of interest. (P6NCN) • No driver for innovation internally. (P2NCN) 	<p>Quote</p> <p>“... that is the curse that comes with a successful organisation – people have this comfort zone that they are in – everything is going so well. Why change it?” (P1NCN)</p> <p>“If I look at our organisation the longer people have been in the organisation the less they are inclined to want and change this and improve this.” (P1NCN)</p> <p>“All of them good people, but the challenge we run into is getting more of the same attitude and mind-set. Over the years the hard core team members have learned a few hard lessons of when not to do stuff in terms of disrupting the system.” (P10NCN)</p> <p>“I have heard this danger of complacency ... Radical innovation will not happen with complacency, or whilst complacency is so strong. I honestly believe that ... the powers to pull back to stability is too strong, it is human nature.” (P10NCN)</p> <p>“Because we have not define it, nobody has given the responsibility to drive it.” (P2NCN)</p>
<p>5.5 Innovation Process</p> <ul style="list-style-type: none"> • Too few ideas get through the hierarchy. (P1NCN) • Need more teams due to volume of change. (P10NCN) • At implementation level certain bottlenecks. (P10NCN) (P2NCN) • Processes and experiences not documented. (P10NCN) (P2NCN) • Separate people from process: mechanistic view. (P10NCN) • No innovation strategy. (P10NCN) (P2NCN) • Over-planning prevent progress and implementation. (P2NCN) • Insufficient reflection on impacts of projects. (P2NCN) • Team selection criteria insufficient. (P2NCN) 	<p>Quote</p> <p>“... but I think somehow the filter does not let enough through. The filter is too fine. You need to open it up for more things to come through.” (P1NCN)</p> <p>“And very few of those (lessons) are documented – it is more through experience and learning that they got it into their minds. But to get it out and share it with others – that is where that bottleneck build up.” (P10NCN)</p> <p>“So we try and automate as much as possible and only have people controlling it where it is face-to-face interaction and where you need human intervention.” (P10NCN)</p> <p>“So, I think the teams haven’t been well selected, because the pace of change we are going to</p>

<ul style="list-style-type: none"> • Overload of management. (P2NCN) • Expect team involvement – not part of their performance management. (P2NCN) • Delays in idea implementation leads to loss of interest of staff in innovation. (P2NCN) 	<p>accommodate has not been clarified.” (P2NCN)</p> <p>“He has so many other things to do and will be measured on other things, not necessarily on this project ... but the work actually doesn’t get done.” (P2NCN)</p>
<p>5.6 <u>Sense-Making of Innovation</u></p> <ul style="list-style-type: none"> • Lack of understanding of what innovation means. (P1NCN) (P3NCN) (P2NCN) • Innovation not necessarily criteria for success for a CEO. (P5NCN) • Ostrich mentality. (P10NCN) (P2NCN) • Different understandings of innovation in an organisation. (P3NCN) (P2NCN) • Switching from ego-centric to ego-less. (P2NCN) 	<p><u>Quote</u></p> <p>“You cannot do one intervention and say now we are innovative.” (P3NCN)</p> <p>“And also to change the perceptions in the minds of the people that it is not about developing a new computer programme or an application, it is about the way you do your work every day.” (P1NCN)</p> <p>“... people believe that innovation is something big, something that is mind-shifting that is revolutionary. This is not what it is. It is not.” (P1NCN)</p> <p>“... not to artificially elevate innovation to one and only criterion of success.” (P5NCN)</p> <p>“No, everyone is well fed and there is not sufficient understanding or willingness to even conceptualize actually that the world around us is actually in trouble – we can’t sit on this island forever.” (P10NCN)</p> <p>“Some people think innovation is just all about high tech stuff and having drones ...” (P3NCN)</p> <p>“... everybody drives it from their perspective, depending on their mental model and not necessarily from the realities of the organisation ...” (P2NCN)</p> <p>“... the individual output that some people love to have, especially in the xxx sector, because that is how you rise out to the top, then you would not be able to survive in that type of environment.” (P2NCN)</p>
<p>5.7 <u>Organisational Realities</u></p> <ul style="list-style-type: none"> • Risk framework makes it difficult to innovate in company. (P1NCN) (P10NCN) • Low risk appetite in company. (P1NCN) • Internal bureaucracy (risk management control) kills innovation. (P1NCN) • Resources (people/capital) constraints. (P5NCN) (P4NCN) • Lack of talent. (P10NCN) • Poor supply from educational systems. (P5NCN) • Staff caught up in organisational realities. (P3NCN) • Constant pressure and lack of sufficient time. (P8NCN) • No time for reflection. (P8NCN) (P4NCN) 	<p><u>Quote</u></p> <p>“And for many years we have also battled to get that into the DNA of everybody.” (P1NCN)</p> <p>“If you take our policy for projects and change management – you know, I think that anybody who wants to be innovative will take one look at it and say, ‘Ag, I am not going to bother’, because bureaucracy and the phases ... The cycle is just too long.” (P1NCN)</p> <p>“Hardly can you imagine any organisation which can claim they have not constraints ...” (P5NCN)</p> <p>“... and the guys that really see themselves as innovators – for them to improve processes is sometimes difficult because they are caught up in operational stuff of the organisation.” (P3NCN)</p> <p>“My profession is you do the same thing over and over again ... You are so under stress to produce and with all the pressure on you, you can’t think.” (P8NCN)</p> <p>“You need to have some quiet time ... You have to sit still ... some companies even have innovation rooms –’ (P4NCN)</p>

5.8 HR Practices <ul style="list-style-type: none"> Lack of career management and progress. (P10NCN) Lack of skilled people due to HR processes. (P10NCN) 	Quote <p>"If you look at trusted research on why people leave, the reason they give is that they got to find a new challenge ... but it is because people are frustrated with what they can do and how they are allowed to apply their minds to their jobs." (P10NCN)</p> <p>"If your supply of talent is not there poorer performance is tolerated much longer." (P10NCN)</p>
5.9 Work Routines <ul style="list-style-type: none"> Systematic, highly procedurized working methods limit innovation possibilities. (P8NCN) (P6NCN) (P7NCN) Highly specialized professional position required high levels of skills. (P6NCN) Job design discourage innovation behaviours. (P2NCN) 	Quote <p>"The organisational design is very hierarchical, very rigid, our job descriptions ... very difficult to move people around ... too many things that stop a person from putting up his hand to go and work in a team on innovation for six or eight months." (P2NCN)</p>
5.10 Talent <ul style="list-style-type: none"> Level of education, skills shortage. (P8NCN) (P6NCN) Low levels of computer literacy. (P8NCN) Lack of skilled, staff. (P6NCN) (P2NCN) Staff overload due to the lack of skilled staff. (P6NCN) 	Quote <p>"So they want to earn big salaries but they are just not skilled enough. So it is really a big challenge." (P8NCN)</p>
5.11 Nature of Profession <ul style="list-style-type: none"> Monotonous nature of profession limits supply of talent. (P8NCN) 	Quote <p>"This remains a challenge forever – this is a profession that is not flooded by people from out of matric you know ... very monotonous." (P8NCN)</p>

6. Category: Recommended Team Requirements to be Successful

6.1 Recommended Team Composition <ul style="list-style-type: none"> Creative, out-of-the-box thinkers. (P1NCN) (P10NCN) Team resilience rather than individual resilience. (P1NCN) Team members who don't just accept the status quo. (P1NCN) Not extroverts with too much confidence. (P1NCN) Leader of team not linked to seniority. (P1NCN) Include people who like change. (P9NCN) (P10NCN) Risk taking behaviours. (P9NCN) Multidisciplinary, only outsiders if required. (P9NCN) (P10NCN) (P6NCN) (P4NCN) (P2NCN) Mix of personalities and diversity. (P9NCN) (P2NCN) Knowledge, experience. (P5NCN) (P10NCN) (P8NCN) (P6NCN) Bring in young talent. (P10NCN) High levels of expertise. (P10NCN) (P6NCN) Availability. (P10NCN) 	Quote <p>"... open to engage on new thinking." (P10NCN)</p> <p>"... get this team of people to innovate and get an innovator in charge of them, regardless of whether he is a senior or junior manager or not even a manager at all." (P1NCN)</p> <p>"So work with the people who want to do it, because then you automatically gets the enthusiasm." (P9NCN)</p> <p>"... if you don't have the staff member you will outsource or secondments, which we drive which is another item on the innovation ..." (P6NCN)</p> <p>"... and probably also make sure you throw in some young talent there who have shown an eagerness to learn." (P10NCN)</p>
---	---

<ul style="list-style-type: none"> • Diversity in mind-set and attitude. (P10NCN) • Output focused. (P8NCN) • Leadership of team: focused, motivated, willing to work, work ethic strong. (P8NCN) • Complexity of assignment dictates team composition. (P6NCN) (P3NCN) (P2NCN) • Sensitive to personal stress of individuals for team inclusion. (P6NCN) (P4NCN) • Talent available in company determines team composition. (P6NCN) • Match strengths and weaknesses of team members. (P6NCN) (P7NCN) • Performance focused, sense of urgency. (P6NCN) (P7NCN) • Small teams of highly qualified (technical) staff. (P4NCN) • Combination of task and people-oriented members. (P7NCN) • Technically updated. (P7NCN) • Innovation opportunity determines team composition. (P2NCN) 	<p>“... I would consider who can do the job. So it is more focused on the outcomes.” (P8NCN)</p> <p>“There was a strong leadership quality that filters down to producing what needs to be produced.” (P8NCN)</p> <p>“If it is a straightforward assignment I will look at a junior team member ... If it is a complex assignment then I will look at the experience, the technical skills the person has.” (P6NCN)</p> <p>“Obviously you cannot pull all the strong members in one team.” (P6NCN)</p> <p>“The person is too slow, not performing as he is wanted or he is too junior a person, not enough exposure ...” (P6NCN)</p>
--	--

7. Category: Recommended Emotive Outlook Profiles

7.1 <u>Emotive Outlook: Outlook Dimension</u>	<u>Quote</u>
<ul style="list-style-type: none"> • Balance of positive and negative outlook. (P1NCN) • Realistic positivism. (P1NCN) • Realistic self-appraisal. (P1NCN) • Calculated risk-taker. (P9NCN) • Attitude (mind-set). (P5NCN) (P10NCN) (P6NCN) (P4NCN) • Positivity related to stress management. (P10NCN) • Passion to do something new. (P10NCN) • Improvement orientation. (P8NCN) • Positivity and a willingness to learn. (P4NCN) • Attitude: positive. (P4NCN) • Definition of Outlook (P7NCN) • Curiosity. (P7NCN) • Commitment. (P7NCN) 	<p>“I wanted to say positive, but it is often that people who are negative about the status quo that are the best change agents. They appear negative, but it is being negative about what there is today.” (P1NCN)</p> <p>“In my limited experience it is not the talkers, and the extroverts. It is not the people who say they can do it.” (P1NCN)</p> <p>“... that mind-set of challenge – it comes more from attitude than from intelligence per se ...” (P10NCN)</p> <p>“If they were truly negative they would have left by now I believe. The pressure is quite high.” (P10NCN)</p> <p>“... that is an existing gap as not everyone is keen to do something new.” (P10NCN)</p> <p>“I would pick those ones that would eagerly want to improve that goes the extra mile, that will take the work home and say ...” (P8NCN)</p> <p>“So you will take the best people that can deliver and those people, their attributes are being positive, they are willing to learn.” (P4NCN)</p> <p>“Attitude will be important – if someone is always difficulty, negative – you would rather go for someone that will not keep you behind.” (P4NCN)</p> <p>“And for me that is a kind of mental thing, because the way the person sees the world determines in every moment how I actually live.” (P7NCN)</p> <p>“People asking more questions would have a better chance of getting into the team.” (P7NCN)</p> <p>“People who just want the job over and done with, they would not have a good chance, and even those who are just looking at their watch, they would probably not have a good chance ...” (P7NCN)</p>

<ul style="list-style-type: none"> • Can-do attitude and focused on success. (P3NCN) • Problem orientation. (P3NCN) • Competency and skills mapping results. (P2NCN) 	<p>"A 'can-do' attitude and – and you are bend on success. You want to be part of a smart team ..." (P3NCN)</p> <p>"... see what the positive outcomes of this could be as oppose to what the threats could be. I think that is a very big differentiator ..." (P3NCN)</p>
<p>7.2 <u>Emotive Outlook: Resilience Dimension</u></p> <ul style="list-style-type: none"> • Resilience. (P1NCN) • Risk-taking behaviours. (P9NCN) (P2NCN) • Energy, ability to work hard. (P5NCN) (P6NCN) (P4NCN) • Getting the changes done. (P10NCN) • Sense of urgency (P10NCN) (P6NCN) • Go-getter. (P8NCN) • Strong work ethic (P4NCN) (P3NCN) • Dedication and commitment. (P4NCN) (P7NCN) • Show interest with an eagerness to deliver results. (P4NCN) • Exclude lazy, unreliable members. (P4NCN) • Results-oriented. (P4NCN) • Change-fit members (P3NCN) • Perseverance. (P2NCN) 	<p><u>Quote</u></p> <p>"When I talk about the inventors of old, the people who eventually came through were the ones who were resilient, never-say-die attitude." (P1NCN)</p> <p>"Some people are much more inclined to take risks, doing things differently than others." (P9NCN)</p> <p>"So due to the nature of the business it is a volumes-game." (P10NCN)</p> <p>"... he is extremely efficient, will work through the night to finish work." (P4NCN)</p> <p>"I will definitely give it to those who can deliver all the time. Those people who show interest, potential and eagerness to do it." (P4NCN)</p> <p>"I have to ask who of those will help me to achieve the results needed." (P4NCN)</p> <p>"Change-fit – I do not think there is one silver bullet for that. Sometimes it is an attitudinal thing, sometimes it is a profile thing." (P3NCN)</p> <p>"I think grid – means perseverance ... just have this sheer determination to succeed." (P2NCN)</p>
<p>7.3 <u>Emotive Outlook: Social Intuition Dimension</u></p> <ul style="list-style-type: none"> • Listen to other perspectives. (P10NCN) (P7NCN) (P2NCN) • Consensus seeking behaviours. (P7NCN) 	<p><u>Quote</u></p>
<p>7.4 <u>Emotive Outlook: Social Acumen Dimension</u></p> <ul style="list-style-type: none"> • Collaborative and able to build relationships. (P10NCN) (P4NCN) • Networking. (P10NCN) • Ability to work in a team. (P10NCN) (P7NCN) (P2NCN) • Effective contributions (in a team) (Seriousness). (P10NCN) • Not afraid to ask if there is lack of understanding. (P4NCN) (P7NCN) • More introverted than extroverted. (P4NCN) • Assertiveness. (P7NCN) • Emotional control. (P7NCN) • Conflict management skills. (P7NCN) (P3NCN) • Listening abilities. (P7NCN) • Interpersonal skills. (P7NCN) • Emotional maturity. (P7NCN) • Stress management skills (P3NCN) • Other dependent. (P2NCN) 	<p><u>Quote</u></p> <p>"... You should be able to work with other people And not overly sensitive when criticized." (P4NCN)</p> <p>"Bring in the others as well – who don't say much, but listen more, who can do better than the one who is doing the talking all the time." (P4NCN)</p> <p>"Throughout I learned it is not always the extrovert that does the work." (P4NCN)</p> <p>"... not being afraid to ask questions." (P7NCN)</p> <p>"The people who listen well and focus on the questions they asked, and the questions asked by other people, they would have a better chance." (P7NCN)</p> <p>"... but it will come from how they actually interact ..." (P7NCN)</p> <p>"... but some people can succumb to these pressures and other people thrive on it ..." (P3NCN)</p>
<p>7.5 <u>Emotive Outlook: Self-Awareness Dimension</u></p>	<p><u>Quote</u></p>

<ul style="list-style-type: none"> • Prepared to change own view based on other perspectives: self-honesty. (P10NCN) • Trainable. (P4NCN) • Aware of own personal circumstances. (P7NCN) • Realistic self-appraisal. (P1NCN) (P3NCN) • Self-honesty of own value-add capability. (P3NCN) 	<p>“And he was also very concerned about his family ...” (P7NCN)</p> <p>“In my limited experience it is not the talkers, and the extroverts. It is not the people who say they can do it.” (P1NCN)</p> <p>“... and if you are honest to yourself and your organisation there are just two questions: Am I able to add value to this meeting does the meeting add value to me?” (P3NCN)</p>
<p>7.6 Emotive Outlook: Focus Dimension</p> <ul style="list-style-type: none"> • Conceptual ability and focus. (P5NCN) • Coping with project complexities. (P10NCN) • Cautiousness and following rules. (P10NCN) (P8NCN) • Willingness to think wider. (P8NCN) • Focus on work output. (P6NCN) (P2NCN) • Focus on work and time consciousness. (P8NCN) (P7NCN) (P2NCN) • Collecting sufficient information to take decisions. (P7NCN) • Patience. (P2NCN) • Ability to cope with setbacks. (P2NCN) 	<p>Quote</p> <p>“... their conceptual ability of all the challenges they will have to meet in the process, and understanding those challenges.” (P5NCN)</p> <p>“... the ability to understand consequences in the complexity that we got ... so the key about the mind-set there is understanding that there are independencies through this complexity.” (P10NCN)</p> <p>“... those who are willing to think a little bit wider.” (P8NCN)</p> <p>“I am assigned to this section here and I will focus on that, I might be able to finish the work quicker than the time assigned and then assisting other team members.” (P6NCN)</p> <p>“So it is again coming back to perspective and focus. If you don’t see the meaning here, then you are elsewhere.” (P7NCN)</p> <p>“... it comes down to the right focus to the right thing ...” (P7NCN)</p> <p>“People jumping to conclusions will not have a very good chance of getting into the team, without gathering enough information.” (P7NCN)</p>

8. **Category: Recommendations for Enables to Increase Probability for Success**

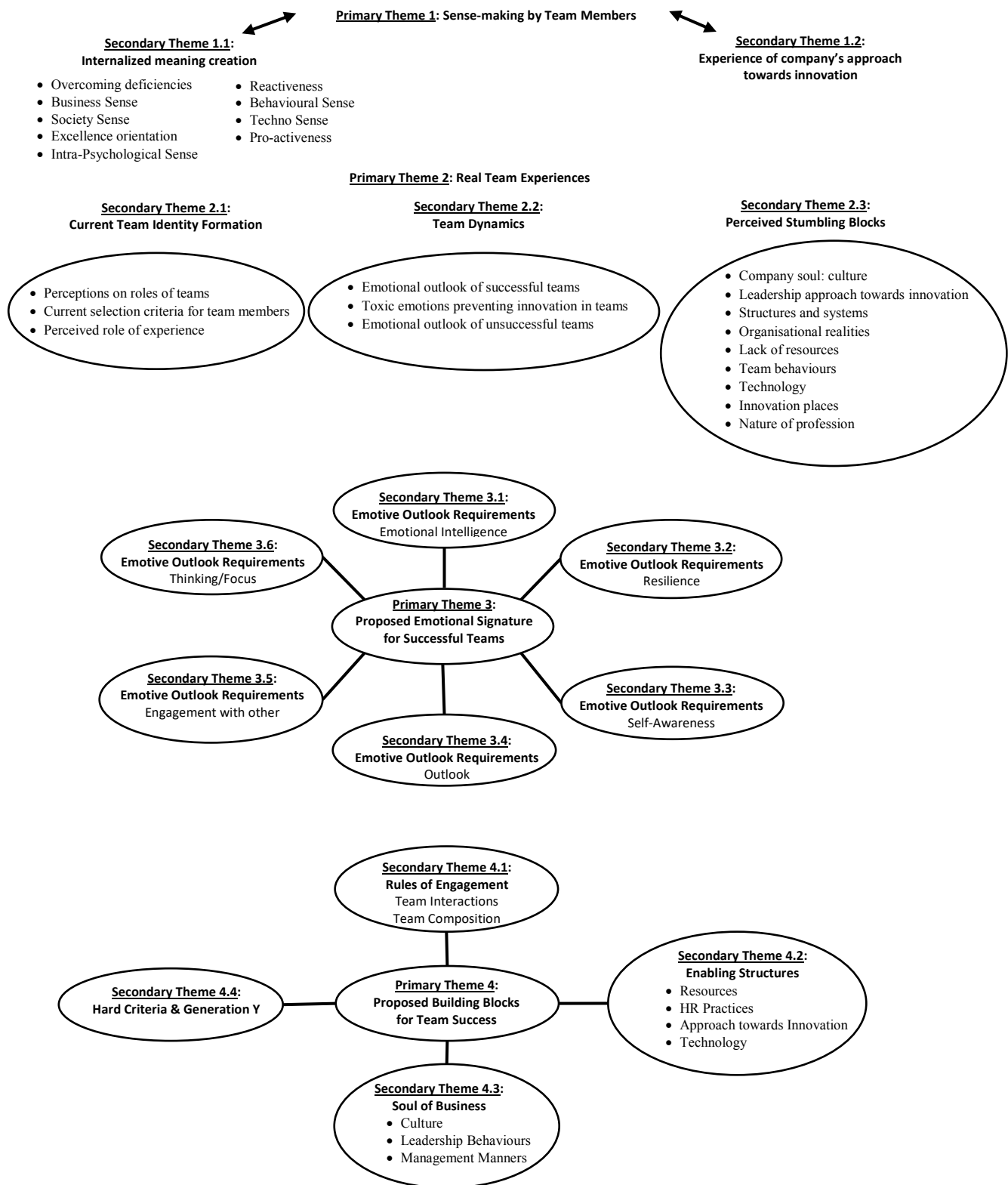
<p>8.1 Human Resources Practices and Approach</p> <ul style="list-style-type: none"> • Measure innovation as part of KPI’s. (P9NCN) (P1NCN) (P2NCN) • Link innovation to bonus. (P9NCN) (P1NCN) • Create experience for staff to practice innovation skills. (P9NCN) • Push people out of comfort zone with radical, non-traditional projects (low financial, failure, reputational risks). (P9NCN) (P7NCN) • Recognise staff’s innovation efforts. (P1NCN) (P3NCN) • Adjust recruitment model to recruit for innovation behaviours. (P10NCN) • Incentives for people to behave innovatively. 	<p>Quote</p> <p>“... include it in the KPI’s and behaviours that specify innovation as well in terms of behaviours, coming up with ideas, trying new things.” (P9NCN)</p> <p>“It is expected of you. If you do not innovate you do not meet expectations.” (P1NCN)</p> <p>“My view is that it is a skill you learn by doing. It is not about reading books – training is done by taking on smaller projects.” (P9NCN)</p> <p>“And that is where you put people on a pedestal, and say innovator of the month – there is a bonus of so much for you.” (P1NCN)</p> <p>“... fresh thinking and fresh skills. If we don’t challenge the mind-set of how people are recruited it is not going to improve by itself ... evaluate whether the new person coming in will actually lift the bar.” (P10NCN)</p>
---	--

<p>(P4NCN) (P2NCN)</p> <ul style="list-style-type: none"> • Educate staff. (P7NCN) • Adjust career paths. (P2NCN) • Design HR systems around innovation definition: alignment. (P2NCN) 	<p>“So if we allow our employees to innovate with us, and compensate them for that, we can definitely come up with the best solutions at the end of the day and we will retain our employees. They will not become our competitor – or take their idea to a competitor.” (P4NCN)</p> <p>“And that means that careers become different. You don’t necessarily need to be tied up to a functional career, because within that development you might find that people were specialists.” (P2NCN)</p>
<p>8.2 Innovation Mentality</p> <ul style="list-style-type: none"> • Change mind-set of people to be innovation minded. (P1NCN) • Company must expect people to innovate. (P1NCN) • Indicate an innovation mentality in culture, language usage. (P10NCN) (P3NCN) • Innovation must be a behaviour and not linked to a value to be able to measure it. (P10NCN) • Openness to coaching. (P10NCN) • Encourage people to behave innovative. (P10NCN) • Baby Boomers must change their mind-set. (P4NCN) • Philosophy of innovation happens in the moment as a reality. (P7NCN) • Develop a new worldview to be innovative. (P7NCN) • Group identity important for innovation team output. (P2NCN) • Need innovative, young generation thinking. (P2NCN) • Involve team members in choice of consultant. (P2NCN) 	<p>Quote</p> <p>“You have to – in other words it is a – not something you have to force yourself to think about – you do not take ten minutes a day and say how do I innovate today.” (P1NCN)</p> <p>“So it is a big shift on the culture and the language being used to try and help people better see the light around it.” (P10NCN)</p> <p>“Yes, you may be a closet innovator in that you might just need one or two prompts to get there.” (P10NCN)</p> <p>“... a more philosophical point of view ... It is more that one just need to get distance from the topic ... So that is my kind of philosophical position when I look at innovation, is that we find solutions where we are now ...” (P7NCN)</p> <p>“So I think it is not broken, it is still not encouraged and a lot still feel uncomfortable. Because you lose something when you work in a team, they can’t claim credit for everything.” (P2NCN)</p> <p>“I think it is about saying that the future market almost is going to be different.” (P2NCN)</p> <p>“... to be fair when you choose a consultant the team may be working with that consultant should all be involved.” (P2NCN)</p>
<p>8.3 Culture Change</p> <ul style="list-style-type: none"> • Culture must change for innovation to happen. (P10NCN) (P3NCN) • Link culture change to behavioural model and performance measures. (P10NCN) • Change mind-set. (P10NCN) • Accept innovation and change could be uncomfortable. (P4NCN) (P7NCN) • Teambuilding exercises. (P4NCN) • Culture of caring and individual’s value appreciated. (P4NCN) (P7NCN) • Innovate in local context more. (P4NCN) 	<p>Quote</p> <p>“But if we shift the culture to think innovative the whole time it would be more sustainable.” (P10NCN)</p> <p>“I am not too in favor of it (embedding innovation as a competency), because it has limited impact ... But I much rather like to ensure that we get the culture right and the behavioural model that we link strongly to the overall performance measure, that it impacts on bonus ...” (P10NCN)</p> <p>“It comes back to culture for me – is encouraging people to challenge, think and listen better ...” (P10NCN)</p> <p>“Even if it hurts – if you know it is better to listen and make that change, and take a cut now before you are on top of it again, but you have to be receptive to it.” (P4NCN)</p> <p>“... teambuilding exercises making them feel valued ...” (P4NCN)</p> <p>“... you must show your staff that they are valued, that they are here to add value to the organisation.” (P4NCN)</p>

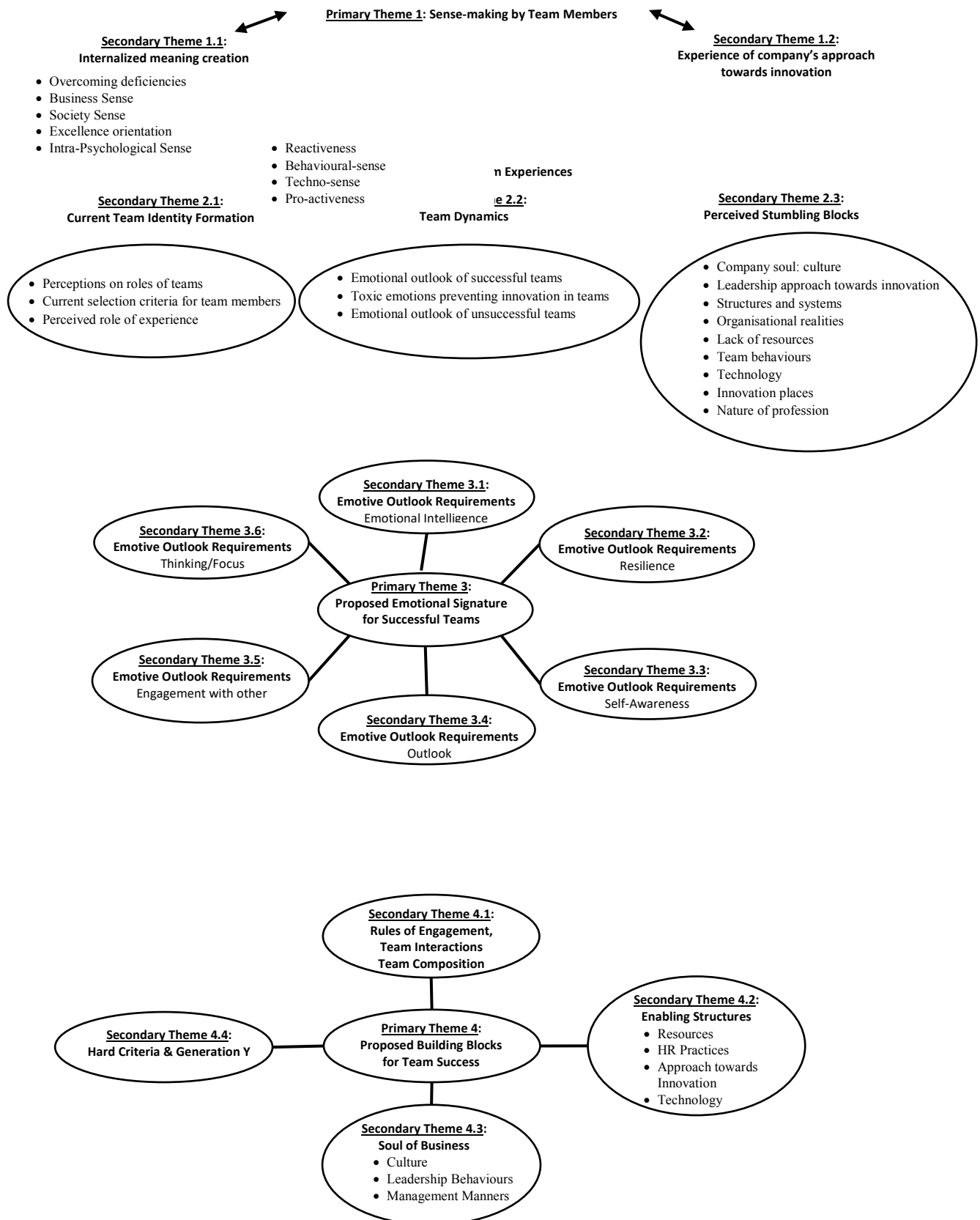
<ul style="list-style-type: none"> Recognise importance of people's emotions. (P7NCN) 	<p>"That is something that is definitely missing, that will make things happen more on a local level as well. And maybe will get better result than what we have currently ..." (P4NCN)</p> <p>"My view is then that we need to understand that emotions are the core of being human ... That is probably where we make the mistake is that you kind of hide the emotions behind mind, but they are interrelated." (P7NCN)</p>
<p>8.4 Innovation Process</p> <ul style="list-style-type: none"> Get fresh ideas from outside as well. (P1NCN) Take in-house ideas externally for workable plan: time substantially shorter. (P1NCN) Outsourcing innovation an option. (P1NCN) (P10NCN) Dedicated teams required to make innovation work. (P1NCN) (P9NCN) (P10NCN) (P3NCN) A disciplined process is required: sifting of ideas, prototyping of ideas, improving customer experiences. (P1NCN) (P5NCN) (P4NCN) (P2NCN) Change manner in which innovation is done. (P1NCN) Define innovation to get alignment of sense-making. (P9NCN) (P4NCN) (P2NCN) Utilize technology appropriately. (P5NCN) Initiative to encourage staff to come up with innovative ideas. (P9NCN) (P10NCN) Both a formal and informal innovation process. (P10NCN) Create supportive structures and environment. (P3NCN) (P4NCN) Supportive network to help people to innovate. (P8NCN) Standards and discipline must be enforced to ignite innovative behaviours. (P4NCN) (P1NCN) Provide sufficient equipment for staff to do their work (P4NCN) Create opportunity for teams to communicate. (P7NCN) Compelling case (beneficial to both) get people committed. (P3NCN) 	<p>Quote</p> <p>"The reason why you should be looking outside is because of the old thing of group thinking. You know people are thinking alike and you are not necessarily going to get the really way out ideas coming from within the organisation." (P1NCN)</p> <p>"... it is in the implementation where they get stuck ..." (P9NCN)</p> <p>"I think we definitely need a product development hub or team." (P10NCN)</p> <p>"... innovation centre – the innovation that comes out of that is more profound than what you would find in a small organisation where innovation is sort of expected to live on the side of the desk." (P3NCN)</p> <p>"I think we must be able to be honest with ourselves and say that we haven't been able to make it work ourselves. We must almost say how do we innovate to make innovation work?" (P1NCN)</p> <p>"I would say there is a definite need of what people see as the alignment of what innovation is ... So I think it is very important that the organisation defines what we see as innovation. So if we throw efforts at innovation that we are sure that this is innovation." (P9NCN)</p> <p>"... we got one or two specific initiatives tagging on innovation at this stage, encouraging people to come up with new ideas through a formal process." (P10NCN)</p> <p>"The formal process is focused on projects and the informal process on people's behaviour ... It will have a more sustainable innovation mind-set." (P10NCN)</p> <p>"... one also got to create the structure within a specific organisation and say, listen guys we got this process of how we can evaluate smart ideas." (P3NCN)</p> <p>"My experience has also shown me that if you do not put people in a conducive environment where things work on normal standards, it will never allow them to innovate." (P4NCN)</p> <p>"Because it was an easy thing to sell to the people as</p>

<ul style="list-style-type: none"> • Relevant, appropriate, benchmarking. (P2NCN) • Relook team composition criteria. (P2NCN) • Consider different teams for different stages of process: implementation, and monitoring teams. (P2NCN) • Clarity of purpose. (P2NCN) 	<p>they all realize they would benefit in some form or another.” (P3NCN)</p> <p>“So there was this common vision where people really felt smart about this.” (P3NCN)</p> <p>“... scanning the environment and being prepared to actually get something that works very well.” (P2NCN)</p> <p>“So, structuring the teams, I think, we should be structuring them, vertically and horizontally. And it shouldn’t necessarily mean that the person who is the head of something should be the team leader.” (P2NCN)</p>
<p>8.5 Leadership</p> <ul style="list-style-type: none"> • Supportive leadership for innovation to be successful. (P3NCN) (P6NCN) (P4NCN) • Coaching approach towards team. (P4NCN) • Leader focuses on members’ strengths (P4NCN) (P7NCN) (P3NCN) • Consider people as the biggest asset. (P4NCN) • Proper planning and focus. (P4NCN) (P5NCN) (P2NCN) • Leaders must increase self-knowledge. (P7NCN) • Emotional intelligence of leaders create a conducive environment. (P7NCN) (P3NCN) • Team leadership. (P3NCN) • Leaders caring behaviours: staff fulfillment of potential and organisational growth. (P7NCN) • Recognise individual differences of team members. (P7NCN) (P3NCN) • Create hope for people. (P7NCN) • Leader with multiple perspectives (P3NCN) • Collaborative leadership style. (P2NCN) • Leadership style brings out appropriate behaviours. (P2NCN) 	<p>Quote</p> <p>“And somewhere there got to be a leader to this team - ... Knows enough to optimize the thinking of those ...” (P3NCN)</p> <p>“So I have learned to focus on people’s strong points ... I will sit with the person and try and teach and guide him ...” (P4NCN)</p> <p>“... we can bring in disruptive technologies and lots of things, but at the end of the day – it is developed by someone – most of the times it is employees who come up with those ideas.” (P4NCN)</p> <p>“If you make people crises management all the time you will not let them see the better way of doing things, even if you want to innovate ... if you are in crises mode – it is difficult.” (P4NCN)</p> <p>“Yes, the Greeks had the saying ‘know yourself’, so everything starts there. First you need to understand yourself as a leader and as a manager ...” (P7NCN)</p> <p>“You need to know the people in your firm and in your team, and what makes them tick, what makes them happy, what are their future plans, why are they here.” (P7NCN)</p> <p>“... never ignore is the role of the team leader as facilitator ... And those goals may be conflicting in times. ... but in the best interest of the process you have to back off. (P3NCN)</p> <p>“The leaders’ style and leaders’ orientation can bring out the right behaviours.” (P2NCN)</p>
<p>8.6 Building Efficacy: Individuals, Group</p> <ul style="list-style-type: none"> • Recognition builds self-esteem and efficacy. (P3NCN) • Continuous professional development. (P8NCN) (P2NCN) • Celebration and fun when successful. (P3NCN) (P2NCN) • Support, encourage delivery. (P4NCN) 	<p>Quote</p> <p>“There is nothing as satisfying or gratifying than as coming up with an idea and then one day you are getting recognition. And this idea was implemented in the whole organisation.” (P3NCN)</p> <p>“And, it still remains individual, you do not expect it from the team, but for the individual.” (P8NCN)</p> <p>“What I have noticed is that if you treat people well and you make them feel that they belong and are appreciated then they deliver.” (P4NCN)</p>

<ul style="list-style-type: none"> • Redefine definition of success: focus on group rather than individual efficacy. (P7NCN) • Provide caring environment for groups to flourish. (P7NCN) • Recognise importance of the team (conducive environment). (P7NCN) • Recognise each individual in the team. (P7NCN) • Provide success experiences. (P3NCN) • Storytelling of success build self-confidence. (P2NCN) 	<p>“... you actually give value to other people, because you want to feel so good and you want to feel so useful, but because success is always a shared thing.” (P7NCN)</p> <p>“If you just look at the word, it is probably a combination of people ... you can’t do it on your own ...” (P7NCN)</p> <p>“So your success is based on the team, but the team consists of individuals, so it is also based on the individuals.” (P7NCN)</p> <p>“... we did not get outside parties ... Here was a separate team. They put in a lot of extra time, and everyone who was part of the process felt quite great when those things happen.” (P3NCN)</p>
<p>8.7 <u>Conversation Script as Enabler</u></p> <ul style="list-style-type: none"> • Exchanging ideas with specialists help to rethink, reframe and re-interpret. (P8NCN) (P4NCN) 	<p><u>Quote</u></p>
<p>8.8 <u>Generation Y as Enabler</u></p> <ul style="list-style-type: none"> • Experienced management and specialists to coach Generation Y staff. (P2NCN) • Provide Generation Y talent with challenges and growth opportunities. (P2NCN) • Utilize young people’s orientation and ability. (P8NCN) (P10NCN) (P4NCN) (P2NCN) • Utilize young people as mentors and coaches technology. (P8NCN) • Manage the different expectations of Generation Y. (P4NCN) • Create enabling structures for Generation Y’s ideas. (P4NCN) • Create internal structures for Generation Y’s ideas. (P2NCN) 	<p><u>Quote</u></p> <p>“... and then when you work in a team of younger people your role is actually to encourage them to come up with those ideas, and to structure them in such a way that they are acceptable to be evaluated” (P2NCN)</p> <p>“... but you challenge them to actually commit to the ideas, because sometimes young people are the ones ... they put an idea in, they criticize something, but they are not prepared to put in the time to actually develop it properly.” (P2NCN)</p> <p>“The younger people actually adopts easier to change because they are used to that.” (P8NCN)</p> <p>“And obviously they teach me ... So they help me tremendously, with technical stuff – for them that is nothing.” (P8NCN)</p> <p>“But a lot of small, younger people are innovating on their own, but there is no channel, no linkage for them where they can come to these big organisations and say ‘this is an innovation drive, are you interested?’” (P4NCN)</p>
<p>8.9 <u>Technology as Enabler</u></p> <ul style="list-style-type: none"> • Increase technology applications to increase efficiencies. (P8NCN) (P6NCN) (P3NCN) (P2NCN) 	<p><u>Quote</u></p> <p>“It goes hand-in-hand with technology ... that produces a result quicker. So you must use technology to get your efficiencies in without additional hours ... So it is all about technology, which you now combine with your end product that you have to supply.” (P8NCN)</p> <p>“And the websites ... the e-learning ... to make sure our staff members are equipped.” (P6NCN)</p>



Graphic Presentation of Coding Process: Focus Group Discussions: Unsuccessful Groups: National Case



Graphic Presentation of Coding Process: Focus Group Discussions: Successful Groups: National Case

Research Activity: Manual Coding

Focus Group Discussions: Group A (Unsuccessful) and Group B (Successful) Team Members

National Case

INDEX

1. Category: Sense-Making by Team Members

Sub-Categories

- 1.1 Internalized Meaning Creation: Innovation
 - 1.1.1 Overcoming Deficiencies
 - 1.1.2 Business Sense
 - 1.1.3 Society Sense
 - 1.1.4 Excellence Orientation
 - 1.1.5 Reactiveness
 - 1.1.6 Behavioural Sense
 - 1.1.7 Intra-Psychological Sense
 - 1.1.8 Techno-Sense
 - 1.1.9 Pro-Activeness
- 1.2 Experience of Company's Approach towards Innovation

2. Category: Team Functioning: Roles

Sub-Categories

- 2.1 Perceptions on Roles of Teams (Current)

3. Category: Team Composition

Sub-Categories

- 3.1 Current Selection Criteria for Team Members
- 3.2 Perceived Role of Experience
- 4. Category: Team Dynamics: Unsuccessful Teams

Sub-Categories

- 4.1 Emotional Outlook of Unsuccessful Teams (Current)
- 4.2 Toxic Emotions of Preventing Innovation in Teams (Current)

5. Category: Team Dynamics: Current Successful Teams

Sub-Categories

- 5.1 Emotional Outlook of Successful Teams
- 6. Category: Proposed Emotional Signature for Successful Teams

Sub-Categories

- 6.1 Emotive Outlook Requirements: Emotional Intelligence
- 6.2 Emotive Outlook Requirements: Resilience
- 6.3 Emotive Outlook Requirements: Self-Awareness
- 6.4 Emotive Outlook Requirements: Outlook
- 6.5 Emotive Outlook Requirements: Engagement with Other Team Members
- 6.6 Emotive Outlook Requirements: Thinking/Focus
- 6.2 Emotive Outlook Requirements: Generation Y
- 7. Category: Recommendations to Enhance the Team's Chances for Success: Soul of Business

Sub-Categories

- 7.1 Culture
- 7.2 Leadership Behaviours to Create an Environment for Teams to Flourish
- 8. Category: Recommendations to Enhance the Team's Chance for Success: Rules of Engagement

Sub-Categories

- 8.1 Team Interactions
- 8.2 Team Composition

9. Category: Recommendations to Enhance the Team's Chance for Success: Enabling Structures

Sub-Categories

- 9.1 Resources
- 9.2 HR Practices
- 9.3 Technology
- 9.4 Innovation Process

10. Category: Perceived Stumbling Blocks which Prevent Teams from being Optimally Successful

Sub-Categories

- 10.1 Company Soul: Culture
- 10.2 Perceived Leadership Approach towards Innovation
- 10.3 HR Structures and Systems
- 10.4 Organisational Realities
- 10.5 Lack of Resources
- 10.6 Team Behaviours
- 10.7 Technology
- 10.8 Innovation Process
- 10.9 External Environment
- 10.10 Nature of Profession

Manual Coding
Focus Group Discussions: Group A (Unsuccessful) and Group B (Successful) Team Members
National Case

1. **Category: Sense-Making by Team Members**
1.1 **Sub-Category: Internalized Meaning Creation: Innovation**

Unsuccessful Group: A	Successful Group: B
<p>1.1.1 Overcoming Deficiencies</p> <ul style="list-style-type: none"> Product development, streamlined process, value creation, savings. (HvL) <p>Business Sense</p> <ul style="list-style-type: none"> Creativity, novelty, profit, meaningfulness. (CM) <p>Society Sense</p> <ul style="list-style-type: none"> Improvement of quality of life – also for community (GM) (GM₂) Innovation equals an increase in environmental consciousness (AF) <p>“My drawing is a little car using biogas. It just indicates a different type of gas we can use to drive cars. We don’t use the same gas – this is innovation to me – we can use something that is more efficient, is more how should I put it, does not harm the environment.” (AF)</p> <ul style="list-style-type: none"> Innovation must be accessible to people to be useful. (GM₂) <p>Excellence Orientation</p> <ul style="list-style-type: none"> Innovation must be purposive. (CM) <p>Reactiveness</p> <ul style="list-style-type: none"> Innovation can be expensive. (GM₂) Need appropriate equipment to be innovative. (CF) 	<ul style="list-style-type: none"> Systems and procedural improvement. (CS) (KT) (LS) Improvement of existing products, taking it to the next level. (KM) (LV) (MH) Improvement without reinventing the wheel (AL) Increased efficiencies: time, costs. (TV) <p>“... making a difference ... giving life to new ideas ... do things more quicker and more efficient. That will save time and money.” (TV)</p> <ul style="list-style-type: none"> Solution to a problem. (KY) New ideas and implementations, leading to increased efficiencies (CS) (AL) <p>“... this new idea and implementing this idea and try to improve on what might be or trying ways or doing things better and faster.” (CS)</p> <ul style="list-style-type: none"> Process improvement on effectiveness and efficiencies (internal and external for customers). (VM) (HK) New ways to give improvement. (FO) Leads to flatter hierarchies in companies. (LV) Increase client happiness (AL) Change of business operating model. (HK) <ul style="list-style-type: none"> Identify potential in staff, gain more confidence to implement idea. (RB) Innovation and creativity a daily occurrence. (PN) Way of thinking (OH) (LS) <p>“To make life better and to improve efficiencies.” (OH)</p> <p>“Don’t just say something does not work, figure something out.” (LS)</p> <ul style="list-style-type: none"> Improvement leads to more positive results. (MH) Ideas must bring forth results. (CH) <p>“... the idea ... It must result in something. For me the critical thing is that it does result in something other than just being a good idea.” (CH)</p> <ul style="list-style-type: none"> Legislative changes lead to requirements for innovation (OH)

<p><u>Behavioural Sense</u></p> <ul style="list-style-type: none"> • Innovation requires people empowerment to be successful. (YF) <p><u>Intra-Psychological Sense</u></p> <ul style="list-style-type: none"> • Jump from known to unknown, but an improvement. (BF) • Innovation and change difficult and uncomfortable. (HvL) <p>"Innovation always leads to change. Change is difficult and uncomfortable, some more than others. People would then say why before we start changing." (HvL)</p> <p><u>Techno Sense</u></p> <ul style="list-style-type: none"> • Improvement from a technological point of view: functionalities, securities. (GM₂) • Transition: manual to electronic. (GM) <p><u>Pro-Activeness</u></p> <ul style="list-style-type: none"> • New insights, fresh thinking, excitement. (CM) • New beginnings, fresh ideas, new energy. (PO) 	<ul style="list-style-type: none"> • Progress equals satisfaction. (AL) <ul style="list-style-type: none"> • Increase personal efficiencies. (LS) • Increased staff happiness. (AL) (HK) • Implementation of idea can be simultaneously a painful process/change (RB) <p>"... somebody can spot this seed or potential of this person. Now the fruit, like you have to crush the fruit to get the juice from it ... So the process of implementing what was innovated is not always easy. It can come with some growing pains to get growth." (RB)</p> <ul style="list-style-type: none"> • New ideas give rise to new hope. (AL) • Innovation allows for self-management, flexibility, enjoyment. (LV) • Actioning of ideas: people benefit. (HK) <ul style="list-style-type: none"> • Progress due to digitalization leads to improvement of quality of life. (LV) • Innovation involves technology improvement. (HK) <ul style="list-style-type: none"> • Keep track of environment: changes all the time. (PN) • Be aware of all factors impacting innovation process. (PN) • Creating and innovation space. (BF) <p>"Mine starts with some objective or request or question and creating a space ... You map out or define how something needs to be done, or you have some question ... you create the space for what you want to achieve. (BF)</p>
--	--

1.2 Sub-Category: Experience of Company's Approach towards Innovation

<p><u>Unsuccessful Group: A</u></p> <ul style="list-style-type: none"> • Teams take short cuts on project management (time and money). (CM) • Poor project planning and lack of project planning skills. (CM) • Company has no choice but to become innovative. (KM) (EJ) <p>"And for xxx where we are we cannot go without it now, we are forced to do change ... Times have changed and we need innovation now more than as in the past." (KM)</p> <ul style="list-style-type: none"> • Implementation problematic due to impact on customer. (FV) • Market followers not leaders. (FV) • Follows an approach of homegrown innovation. (DK) <p>"Allow competing institutions are in a position where they are not providing homegrown innovation. Innovative ideas are pushed on them from their mother company." (DK)</p> <ul style="list-style-type: none"> • Limited belief about company's innovative ability. (DK) • Market perception determines innovation brand. (DK) 	<p><u>Successful Group: B</u></p> <ul style="list-style-type: none"> • Resource allocation (budget not based on innovation priorities.) (VM) <p>"So they do not give it a priority. In terms of resource allocation it does not get the resources it requires, because people are busy with higher priority things." (VM)</p> <ul style="list-style-type: none"> • Must focus on profit and not innovation projects or ideas. (FO) <p>"A lot of these things don't get money because it is not a priority because we have to make money." (FO)</p> <ul style="list-style-type: none"> • Formal environment cause teams to fail. (FN) <p>"... you are uncomfortable coming with innovative thoughts – you work in a frame ... you have orders and stuff." (FN)</p> <ul style="list-style-type: none"> • Created a culture to be innovation but execution is lacking greatly. (MH) <p>"But for me, going into the execution of innovative ideas, I do not think we have ever really done it right." (MH)</p> <ul style="list-style-type: none"> • Word 'innovation' increasingly used in organisation. (CH) (Part of language) • Strategic intent – need to be filtered down the hierarchy. (CH)
--	---

<ul style="list-style-type: none"> • Pressure leads to forced actions. (DK) • Operate in conservative industry. (KM) (FV) (DK) (EJ) • Resistance towards change. (EJ) • Speed has increased. (FV) <p>"From my side it looks as if we do it quite fast – nowadays versus the old days." (FV)</p>	<ul style="list-style-type: none"> • More supportive of the innovation process. (BF) • Innovation efforts very energy consuming. (BF)
---	---

2. **Category: Team Functioning: Roles**

2.1 **Sub-Category: Perceptions on Roles of Teams (Current)**

<p>Unsuccessful Group: A</p> <ul style="list-style-type: none"> • Teams lack proper composition and planning. (CM) (KM) <p>"I think we don't always plan that properly beforehand. So it is – on many occasions a matter of jumping into things with the people that you believe should be around the table with you ... not spending enough time on proper planning and they get running and roaming" (CM)</p> <ul style="list-style-type: none"> • Teams are multidisciplinary which gives it its strength and multi-perspectives on problem-solving. (HvL) • Lack identity and hierarchical position. (DK) • Temporary nature. (DK) <p>"It currently sits in the MD's office but not really under someone ... So this team is only up to a certain point." (DK)</p> <ul style="list-style-type: none"> • Teams (certain) take dedicated time to think about innovation. (EJ) 	<p>Successful Group: B</p> <ul style="list-style-type: none"> • Well-defined role. (LV) • Involve people bottom-up and top-down in team. (LV) • Teams lead to more communication and growth. (KT) (LV) • Bouncing off of ideas lead to growth. (KT) • Teams stronger than the individual. (KT) <p>"... you can break one needle, but as soon as you put them in a stack you can't. Automatically the team brings in strength and more ideas." (KT)</p> <ul style="list-style-type: none"> • Teams stronger than the individual ideal. (AL) <p>"It is like you bought a house and make extensions. Every weekend you are with other people or friends. The one would say this would work and the other one that would work. At the end you have a picture of everybody's ideas. And from that you can match your idea and from this it can work just the other way around of what you thought of first." (AL)</p> <ul style="list-style-type: none"> • Team is influential. (LV) • Team has a budget for project. (LV) • Project scope of team adjusted to company and not copied from other companies. (LV) • Acceptable and can cope with criticism in a team if it improves efficiencies. (AL) • Team work leads to efficiencies (time, cost). (AL)
--	---

3. **Category: Team Composition**

3.1 **Sub-Category: Current Selection Criteria for Team Members**

<p>Unsuccessful Group: A</p> <ul style="list-style-type: none"> • Balanced numbers. (PO) (FV) (EJ) <p>"... balance between when you have too many or too few." (PO)</p> <ul style="list-style-type: none"> • Lack clear guideline. (CM) • External project managers but not owners. (CM) • External members if skills lack inside. (PO) • Expertise that is required for output. (PO) <p>"And you don't want people there who don't know about the topic and they would not be able to help with the implementation." (PO)</p> <ul style="list-style-type: none"> • Project output determines team composition. (PO) • Multidisciplinary. (PO) (CM) (DK) • Incorrect team composition from the start. (CM) • Part of job. (DK) <p>"We have no choice." (DK)</p> <ul style="list-style-type: none"> • No consideration for personalities or emotions. (EJ) (DK) 	<p>Successful Group: B</p> <ul style="list-style-type: none"> • Appointed on a team because it is part of current job. (VM) • Size of team determined by size of client to service. (CS) • Small numbers (five). (OH) • Availability of staff. (CS) • No conscious or deliberate criteria. (VM) (MH) • Job position determines participation not personal profile. (VM) • Experience and efficiencies of staff member. (AL) • Ability of staff member. (KT) • Affordable charge out rate of staff member. (CS) • Current approach leads to specific challenges especially i.t.o. leadership position and when leader lacks passion. (FO) • Stick with comfortable way of putting teams together. (BF)
---	---

3.2 Sub-Category: Perceived Role of Experience

Unsuccessful Group: A	Successful Group: B
<ul style="list-style-type: none"> Teams consist of members with years of experience. (HvL) (FV) <p>"... usually the people who have been in the system for years – they work quite well." (HvL)</p> <ul style="list-style-type: none"> Members who do not speak the technical jargon are rejected. (HvL) <p>"... before you speak the same language and can actually play with the terminology. Anyone who is not educated in that will disappoint you." (HvL)</p> <ul style="list-style-type: none"> Experienced people difficult to work with. (DK) <p>"I will speak from my experience. The more senior you are and experienced, the more difficult you are to work with." (DK)</p>	<ul style="list-style-type: none"> Experience plays a role. (AL) (BF)

4. Category: Team Dynamics: Unsuccessful Teams

4.1 Sub-Category: Emotional Outlook of Unsuccessful Teams (Current)

Perceptions of Unsuccessful Group: A	Perceptions of Successful Group: B
<ul style="list-style-type: none"> Innovation requires effort as it is difficult; negativity. (FV) <p>"From my side it is tough ... we are not there yet." (FV)</p> <ul style="list-style-type: none"> Laziness – lack focus, resilience, energy. (FV) 	<ul style="list-style-type: none"> Moodiness. (RB) Inconsistent behaviour. (CS) Poor listening behaviour. (CS) Impulsive. (CS) Aggressive. (TK) Lack of confidence. (CS) Too introverted, does not communicate. (CS) Poor attitude. (TV) Dominance of one person. (PN) Team lacked clear goal. (FO) End goal/milestone continuously changing. (LV) Lack goal clarity and strategy. (PN) Lack of leadership direction given. (PN) Leaders determine successful outcome. (PN) Negative emotions: frustration feel wasted time. (PN) Pessimism, especially from the leader. (VM) Lack passion for idea. (HK) People are argumentative. (VM) Self-doubt amongst team members. (LV) <p>"In teams that don't work well, a lot of self-doubt develops, because you feel that you are not good enough." (LV)</p> <ul style="list-style-type: none"> Leader disengaged – does not believe in course. (LV) Leader emotionally distanced. (LV) Leader poor self-image. (LV) <p>"But also if the team fails, it makes the leader feel threatened by the success, if the team succeeds." (LV)</p> <ul style="list-style-type: none"> Lack of trust amongst team members (MH) (CH) (HK) (BF)

4.2 Sub-Category: Toxic Emotions of Preventing Innovation in Teams (Current)

Perceptions of Unsuccessful Group: A	Perceptions of Successful Group: B
<ul style="list-style-type: none"> Continuous self-protection against failure. (CM) <p>"But you never deliver anything and part of the reason for that is 'please do not associate me with failure'."</p>	<ul style="list-style-type: none"> Anxiousness upon joining a team about own skills: self-doubt. (FO) Professional jealousy from the leader. (PN) (LV)

<p>(CM)</p> <p>“... what is going to happen to me and my career and how will I be perceived going forward.” (CM)</p> <ul style="list-style-type: none"> Emotional baggage. (CM) (FV) <p>“There is then a procrastination thing going and the person’s productivity is immediately 50% of what it was previously he carries this thing on his back ...” (CM)</p> <ul style="list-style-type: none"> Power plays by people with knowledge. (PO) (CM) <p>“Part of the problem was a few key person dependencies that created the bottleneck.” (PO)</p> <ul style="list-style-type: none"> People inherently resist change. (GM) <p>“Us as human beings, we do not take changes very well. Nobody likes something different. We like to be the same.” (GM)</p> <ul style="list-style-type: none"> Power plays: withdraw trust easily. (HvL) <p>“It is almost this atmosphere of “innocent until proven guilty ... and we can still withdraw the trust. That is what I have experienced.” (HvL)</p> <ul style="list-style-type: none"> New comers to teams must proof themselves in order to be trusted. (HvL) Negative view towards innovation. (KM) (EJ) <p>“Innovation is not always special ...” (KM)</p> <ul style="list-style-type: none"> Commitment challenges. (FV) <p>“When people do not buy into an idea and their motivation is negatively affected by an incident or situation – it can have an impact.” (FV)</p>	<ul style="list-style-type: none"> Staff lack confidence. (RB) Laziness – (insufficiently engaged). (CH) Apathy. (CH)
---	--

5. **Category: Team Dynamics: Current Successful Teams**

5.1 **Sub-Category: Emotional Outlook of Successful Teams**

<p>Perceptions of Unsuccessful Group: A</p> <ul style="list-style-type: none"> Strong sense of team identity. (CM) No allowance for too much sensitivity. (CM) <p>“Because you can’t really entertain sensitivity around the table – you need to be honest and frank and to the point.” (CM)</p> <ul style="list-style-type: none"> Senior people who are EI set example for junior people. (CM) 	<p>Perceptions of Successful Group: B</p> <ul style="list-style-type: none"> Reliable. (RB) Eager to learn. (KT) <p>“For me I will notice as well someone who is eager to learn. Someone who is willing to do more that what is required from them. (KT)</p> <ul style="list-style-type: none"> Team experience changed members positively. (FO) <p>“... and there is a lot of change within yourself that you would like others to see. Your behaviours must be visible – you must walk the talk.” (FO)</p> <ul style="list-style-type: none"> Fun, excitement. (FN) Passion, diversity. (VM) Strong sense of team identity. (VM) (PO) Specific group dynamics. (LV) (VM) Leader plays a strong role. (LV) Communication skills. (AL) Assertiveness. (FO) <p>“Not too much of an introvert, but a person who can talk.” (FO)</p> <ul style="list-style-type: none"> Attitude. (AL) Integrity. (TV) Professional conduct. (AL) <p>“If it is a sensitive client you can’t for example take somebody who is on his phone all day.” (AL)</p> <ul style="list-style-type: none"> Going the extra mile. (KT) Energetic. (AL) <p>“Someone with oemph.” (AL)</p> <ul style="list-style-type: none"> Positivity without complaining (TV) Assertiveness. (CS)
--	--

	<ul style="list-style-type: none"> • Fast thinker. (CS) • Confident. (CS) (AL) (LV) • Constructive conflict. (PH) • Happiness (FO) • Pride. (FO) • Sense of belonging.(FO)
--	--

6. Category: Proposed Emotional Signature for Successful Teams

6.1 Sub-Category: Emotive Outlook Requirements: Emotional Intelligence

<u>Perceptions of Unsuccessful Group: A</u>	<u>Perceptions of Successful Group: B</u>
<ul style="list-style-type: none"> • Assertive to be able to ask difficult questions. (PO)(FV) • Emotional intelligence and maturity. (CM) (HvL) <p>"I become aware on a daily basis of how important those things are – you can sit with someone with brilliant ideas, but with the slightest distractions, from your side, the wheels basically start wobbling." (CM)</p> <ul style="list-style-type: none"> • Accommodate both extroverts and introverts. (CM) (PO) (EJ) (KM) • Correct Attitude. (HvL) • Interpersonal sensitivity. (HvL) <p>"There is a difference to giving an objective view than to calling a spade a spade in the right way versus than being destructive." (HvL)</p> <ul style="list-style-type: none"> • People with no emotional baggage. (FV) <p>"... people who have emotional – baggage struggle ... I will not take those people." (FV)</p> <ul style="list-style-type: none"> • Stress management abilities. (FV) • Self-confidence and positive self-image. (EJ) <p>"You know that positive image to help you to approach life ..." (EJ)</p> <ul style="list-style-type: none"> • Emotional maturity. (EJ) (FV) 	<ul style="list-style-type: none"> • Sensitive: assertive or standing back as required. (FO) • Emotionally intelligent. (FO) • Maturity. (FO) • Set the example. (OH) • Leadership skills. (OH) • Decision-making skills. (OH) • Assertiveness. (PH) <p>"Someone with integrity, someone who can stand up and be accounted for their own doings. Somebody who can say yes it is my responsibility. I am going to take ownership of that." (PH)</p>

6.2 Sub-Category: Emotive Outlook Requirements: Resilience

<u>Perceptions of Unsuccessful Group: A</u>	<u>Perceptions of Successful Group: B</u>
<ul style="list-style-type: none"> • Achievement oriented. (DK) • Transcend personal challenges to deliver best. (FV) 	<ul style="list-style-type: none"> • Resilience. (LV) • Inner motivation and drive. (VM) (CH) • Willingness. (LV) (FO) (FN) (CS) (MH) • High energy levels. (FO) <p>"Not laziness. We realized that early in the xxx team that there is no place for passengers." (FO)</p> <ul style="list-style-type: none"> • Perseverance. (RB) (TV) <p>"I think someone that doesn't give up. If you have a problem you don't give up. You just go on and figure out what will work. You make a plan." (RB)</p> <ul style="list-style-type: none"> • Can-do attitude. (HK) • Willingness to put in extra time. (CS) (CH) • Dedication. (OH) • Prepared to spend more energy (CS) (CH) <p>"Someone will work extra time – put in more effort ... that they would be willing to do it." (CS)</p> <ul style="list-style-type: none"> • Willing to take ownership (OH) • Achieve goals. (HK)

6.3 Sub-Category: Emotive Outlook Requirements: Self-Awareness

<u>Perceptions of Unsuccessful Group: A</u>	<u>Perceptions of Successful Group: B</u>
<ul style="list-style-type: none"> • Ego-less (DK) 	<ul style="list-style-type: none"> • Ego-less. (LV)

<p>"We must look past ego." (DK)</p>	<p>"And not 'it is all about me' – no ego in – you do it for the bigger team." (LV)</p> <ul style="list-style-type: none"> • Personal learning orientation. (TK) <p>"... this person has the dedication to learn and that the other person gives them the opportunity to bloom ..." (TK)</p> <ul style="list-style-type: none"> • Sensible self-awareness. (CH) <p>"... we try and keep each other honest ..." (CH)</p>
--------------------------------------	---

6.4 Sub-Category: Emotive Outlook Requirements: Outlook

<p>Perceptions of Unsuccessful Group: A</p> <ul style="list-style-type: none"> • Positive. (CM) (FV) • Self-efficacy. (CM) (HvL) • Attitude: Positive. (PO) <p>"... 50% willing and 50% technical or 90% technical and no willingness – yes then – I rather take the other one because he will learn what he does not know – and be more innovative." (PO)</p> <ul style="list-style-type: none"> • Realism, not negativity. (PO) • Change ready and open. (CM) • Not stagnant. (CM) • Excitement and interest. (HvL) • Positive, self-confidence. (EJ) <p>"And we should not be negative because we have the ability." (EJ)</p> <ul style="list-style-type: none"> • Realistic positivism. (KM) <p>"I would say temperament: positive people, but again conservative depending on outcome." (KM)</p> <ul style="list-style-type: none"> • Negativity also required for balance. (KM) <p>"But sometimes in a risk space you also need negative people, to steer." (KM)</p> <ul style="list-style-type: none"> • Approachable person. (DK) <p>"It is a type of person that nobody wants to approach – so for negative, always complaining, blame shifting." (DK)</p> <ul style="list-style-type: none"> • Willingness to change. (DK) 	<p>Perceptions of Successful Group: B</p> <ul style="list-style-type: none"> • Embrace change. (CM) • Prepared to take risks. (CS) • Reasonable. (OH) • Positive energetic type of attitude. (MH) • Passion to improve things. (MH) • Commitment. (BF) (HK) (CH)
---	---

6.5 Sub-Category: Emotive Outlook Requirements: Engagement with other Team Members

<p>Perceptions of Unsuccessful Group: A</p> <ul style="list-style-type: none"> • Challenging the status quo (PO) • Challenge to ensure sufficient debate. (PO) • Integrity. (HvL) • Team orientation and appropriate conflict level in team. (HvL) • Positive behaviour and mood. (EJ) (KM) <p>"A negative person can also make others negative It rubs off. (KM)</p>	<p>Perceptions of Successful Group: B</p> <ul style="list-style-type: none"> • Willingness to empower others. (RB) • Patience. (CS) (MH) • Honesty. (OH) • Accountability, integrity. (PH) (OH) • Team orientation. (RB) (HK) • Influence. (MH) • Emotionally sensitive towards other members. (CH)
---	---

6.6 Sub-Category: Emotive Outlook Requirements: Thinking/Focus

<p>Perceptions of Unsuccessful Group: A</p> <ul style="list-style-type: none"> • Broad thinking. (CH) (KM) <p>"... thinking of things out-of-the-box. You are not looking for somebody who is a stagnant, resistance to change body, who will only spell out to you why this cannot happen." (CM)</p> <ul style="list-style-type: none"> • Focused on goals. (DK) 	<p>Perceptions of Successful Group: B</p> <ul style="list-style-type: none"> • Believe in what team is trying to achieve. (FO) • Big picture thinking. (LS) • Thinking outside the box. (KT) <p>"I am thinking, someone who has the skills but does not have blinkers and willing to think outside the box. (KT)</p> <ul style="list-style-type: none"> • Ability to be structured and pull everything
--	---

	together. (MH)
--	----------------

6.7 Sub-Category: Generation Y

Perceptions of Unsuccessful Group: A	Perceptions of Successful Group: B
<ul style="list-style-type: none"> Generation Y: more creative, technologically savvy. (CM) <p>"... I think the younger professional market out there is much more tech savvy, innovative, creative way of doing and looking at things." (CM)</p> <ul style="list-style-type: none"> Include young people. (DK) (FV) <p>"I rather take a 20 year old school leaver with a twinkle in his eyes – because someone wants to improve themselves – and that is usually below 25 -..." (DK)</p> <ul style="list-style-type: none"> Younger generation. (FV) <p>"Self-driven and motivated." (FV)</p>	<ul style="list-style-type: none"> More interested in innovation with a stronger change orientation. (CS) <p>"I think the younger generation is more eager to be innovative, to embrace change, where the older generation is more fixed to the ways to do it." (CS)</p> <ul style="list-style-type: none"> Positive towards change. (CS) More informed and educated. (TV) Youth thinks differently. (KT) Youth more efficient, society (social consciousness). (KT) Youth more aware of own emotions. (RB) Get youth involved in technology decisions. (VM) (PN) <p>"Look at the 65% of the organisation who is actually the youth, it means that you have a lot of potential sitting with this 65% that are technologically savvy and for these ideas." (VM)</p> <ul style="list-style-type: none"> Generation Y feels that they require better time management skills due to more workload resulting from technology. (TV) (AL) <p>"But the load is also much bigger when you work electronically because you can receive hundreds of emails that you have to respond to. We have to be much more productive, and faster and quicker." (AL)</p> <ul style="list-style-type: none"> Generation Y has more choices than older generation – more stress. (RB)

7. Category: Recommendation to Enhance the Team's Chances for Success: Soul of Business

7.1 Sub-Category: Culture

Perceptions of Unsuccessful Group: A	Perceptions of Successful Group: B
<ul style="list-style-type: none"> Change culture from being risk averse to being more daring. (CM) (PO) <p>"Firstly we have a culture of people being afraid to make mistakes and that may be goes along with the financial industry that we operate in." (CM)</p> <ul style="list-style-type: none"> Negativity surrounding innovation must be broken. (PO) <p>"If we keep on delivering things, we will create an environment where people - but if we keep on saying this can't be done and that can't be done, then people lose interest. So we must create a vibe or spiral of positivity around it." (PO)</p> <ul style="list-style-type: none"> Increase conversations on emotions. (EJ) Create conducive environment. (KM) <p>"The environment must be ready for that – you must give people options and be voluntary." (KM)</p> <ul style="list-style-type: none"> Create culture of knowledge sharing. (FV) <p>"... how can you get the person to share what he learned and how can I get him to live it out." (FV)</p>	<ul style="list-style-type: none"> Improve communication with monthly gatherings. (TV) (OH) Improve communication between departments. (AL) Encourage people to talk about innovation. (AL) (CH) <p>"... as like today we talk about things that we never thought about ... So like those seeds planted today ..." (AL)</p> <ul style="list-style-type: none"> Mind-set of company must change to become innovative. (FO) Support from all stakeholders. (LV) Provide space for projects – not linked to a timeline. (FO) Change old leadership structure who are not in touch with technological developments. (VM) Encourage outside-the-box thinking. (AL) Embed innovation in culture. (MH)

7.2 Sub-Category: Leadership Behaviours to Create an Environment for Teams to Flourish

Perceptions of Unsuccessful Group: A	Perceptions of Successful Group: B
<ul style="list-style-type: none"> Ability of leaders to manage members' emotions. 	<ul style="list-style-type: none"> Trust people to deliver but also be supportive. (MH)

<p>(FV)</p> <ul style="list-style-type: none"> Leaders must be Emotionally Intelligent. (KM) <p>"The leader is very important as he makes the decisions – he must have observation skills and change the people he is working with." (KM)</p> <ul style="list-style-type: none"> Leaders must realize limitations. (EJ) <p>"And that is not necessarily – and when you come with that negative energy in the team – your leader cannot control your emotional state." (HvL)</p>	<p>(VM)</p> <ul style="list-style-type: none"> Leader must keep the focus. (VM) <p>"So the leader has to keep the relevance of whatever they are supposed to deliver. And he has to keep that thing of 'you guys, this is important. I am giving you all the resources that I am supporting you if you need anything'." (VM)</p> <ul style="list-style-type: none"> Protect team members from being pulled into other projects. (VM) <p>"If you are needed for another project, the leader has to come and say it is something that is not now and issue." (VM)</p> <ul style="list-style-type: none"> Define word 'innovation' in context of company to provide focus. (FO) Question the sustainability of current approach. (VM) <p>"But at the same time we have to ask, is the situation that we are in sustainable, can we continue making this profit, going forward in the future and or should we wait to make a loss before we prioritize innovation?" (VM)</p> <ul style="list-style-type: none"> Acts as a sounding board for teams. (MH) Empowerment/enabling leadership style. (MH) <p>"So but it is important that they also know that there is support – they have the space and room for improvement." (MH)</p>
---	---

8. Category: Recommendations to Enhance the Team's Chance for Success: Rules of Engagement

8.1 Sub-Category: Team Interactions

<p><u>Unsuccessful Group: A</u></p> <ul style="list-style-type: none"> Intolerance for destructive behaviour. (CM) <p>"The moment you know that somebody is starting to get destructive, there must be a clear cut line and you cannot accommodate that." (CM)</p> <ul style="list-style-type: none"> Leader sets tone and discipline in team. (PO) Leader must have strong EI and ensure constructive meaning conversations. (HvL) Members: diverse and assertive to challenge leader. (KM) <p>"Sameness does not give result as you will not oppose suggestions from your leader and say that cannot work, or here is another option to that." (KM)</p> <ul style="list-style-type: none"> Positive energy amongst team members required. (EJ) Members: diverse and assertive too challenge leader (KM) <p>"Sameness does not give result as you will not oppose suggestions from your leader and say that cannot work, or here is another option to that." (KM)</p> <ul style="list-style-type: none"> Positive energy amongst team members required. (EJ) 	<p><u>Successful Group: B</u></p> <ul style="list-style-type: none"> Deliberate challenging members thinking will improve outcome. (VM) Team members must gel in order to be successful. (VM) Experience of team success leads to more self-confidence. (PN) <p>"You can stand tall and appreciate yourselves as a team. You always have some fun and being assertive because you do well – you more as a team – and it is like a front." (PN)</p> <ul style="list-style-type: none"> Team building initiatives. (AL) (RB) Become more knowledgeable about team members personalities to improve relationships. (LS) (RB) Build EQ. (RB) <p>"It will also help me to approach a person better and not approach them in a way that will upset them." (RB)</p> <ul style="list-style-type: none"> Focus and purpose. (BF) <p>"Then also a very strong sense of purpose – in that the team must be focused on a very specific purpose ... but there is room to bring innovative ideas and options and alternatives to the table." (BF)</p>
--	--

8.2 Sub-Category: Team Composition

<p><u>Unsuccessful Group: A</u></p> <ul style="list-style-type: none"> Critical people: i.t.o. roles and positions. (HvL) Involvement of people at the actual ground level expertise. (CM) 	<p><u>Successful Group: B</u></p> <ul style="list-style-type: none"> Member must have expert influence. (LV) (MH) Select members based on urgency of skill at time. (PN)
--	--

<p>“Well, I think a lot of us at EMT level can debate certain things but we don’t have the knowledge of what exactly is happening in the ‘as is’ environment to start with. So if that you get that perspective right from the start, how is it done exactly now and so the proposed ‘to be’ what sort of impact this may or may not have going forward. To me that is an important perspective.” (CM)</p> <ul style="list-style-type: none"> • Operational experience. (CM) • Motivate inclusion of team member. (HvL) • All project members must believe in team vision. (HvL) <p>“So pulling together some people that come with different perspectives and different skills, but they will all need to share the vision.” (HvL)</p> <ul style="list-style-type: none"> • Diversity in terms of opinions, culture, language. (PO) (DK) • Project owner must have strong EI skills (listening, conversation). (CM) • Members must have many years of experience. (HvL) • Mix generations. (DK) • No executives on teams. (DK) <p>“We have also decided that there is no point in taking your executives and making them sit around the table for meetings. They expressly said no executives.” (DK)</p> <ul style="list-style-type: none"> • Positional based as well as on availability. (FV) • Involve members with potential. (DK) • Balance numbers: not too big or small. (DK) • Mixed personalities. (EJ) (KM) <p>“There should be a combination: the queen bee, the worker bees and so on.” (EJ)</p> <ul style="list-style-type: none"> • Skills to deliver output. (EJ) <p>“... if you have a project on digitalization, please do not make up the team just of tellers. Skills are required for team success - ... especially knowledge.” (EJ)</p>	<p>“The other thing is also maybe the actual urgency for the need of the skill. Because of his passion and talent ... So this person must hold on, this person must go.” (Linked to career progression.) (PN)</p> <ul style="list-style-type: none"> • Need a disrupter, person who challenges thinking all the time. (VM) <p>“You need somebody who, when people say ‘let’s do this’ then this person just goes the other direction. It is one who, who deliberately can challenge.” (VM)</p> <ul style="list-style-type: none"> • Skilled. (VM) • Keep consultants to a minimum. (CH) • A driver with passion, expert for project outputs. (MH) • Mixed personalities. (BF) (MH) (CH)
--	--

9. **Category: Recommendations to Enhance the Team’s Chances for Success: Enabling Structures**

9.1 **Sub-Category: Resources**

<p><u>Unsuccessful Group: A</u></p> <ul style="list-style-type: none"> • Budget for innovation. (CM) 	<p><u>Successful Group: B</u></p> <ul style="list-style-type: none"> • Budget for training. (CS) • Creative space to work uninterrupted. (FO) (LV) (VM)
--	--

9.2 **Sub-Category: HR Practices**

<p><u>Unsuccessful Group: A</u></p> <ul style="list-style-type: none"> • Adjust recruitment process for some positions. (CM) • Proper change management and preparation of people for change. (CM) • Employ for potential. (HvL) <p>“... we need to employ people who are diamonds in the rough and we can actually do something with them...” (HvL)</p> <ul style="list-style-type: none"> • Consider participation in teams as leadership development opportunity. (FV) • Employ people with values in sync with company values. (DK) (EJ) 	<p><u>Successful Group: B</u></p> <ul style="list-style-type: none"> • Increase opportunities for secondments. (KT) • Provide training on innovation. (LS) (KT) <p>“Maybe we can find out if there are means of training people to acquire these qualities that we need to acquire to make you innovative.” (LS)</p> <ul style="list-style-type: none"> • Improve contact with other offices to increase transfer of knowledge. (KT) (RB) (CS) • Improve staff’s technical skills. (TV) • Create opportunities for learning. (PH) <p>“I need learning opportunities as I am a fast learner.” (PH)</p> <ul style="list-style-type: none"> • Make staff part of a shadow executive team to
--	---

	<p>stimulate growth in innovation culture. (PN)</p> <ul style="list-style-type: none"> • Technology mentoring from the bottom up. (VM) <p>"... our executives about being flexible, to be open enough, to say 'I need a technology mentor'.</p> <p>Mentoring is always from the top to the bottom, but now technology mentoring can be from the bottom to the top." (VM)</p> <ul style="list-style-type: none"> • Recognise and reward staff – staff give emotional investment. (HK) • Jobs be designed to give people space for innovation. (HK)
--	--

9.3 Sub-Category: Technology

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u> <ul style="list-style-type: none"> • Create a social platform to trigger innovation conversations. (VM) • Social platform protect people. (VM) <p>"So then all of a sudden you are harnessing people's ideas without having them in specific forums." (VM)</p> <ul style="list-style-type: none"> • Social platform overcome limits of job description i.t.o. innovation. (VM) • Doing more electronically. (CS) <p>"So now we still work with files – so we can move over to an electronic auditing system – going paperless." (CS)</p> <ul style="list-style-type: none"> • Technological support. (FO)
-------------------------------------	--

9.4 Sub-Category: Innovation Process

<u>Unsuccessful Group: A</u> <ul style="list-style-type: none"> • Ask hard question: leader or follower (innovation identity). (EJ) • Must have separate teams: ideas team and implementation team. (KM) <p>"... an innovation team that always look at the new ideas, separately. Then ... team that does the change, the implementation." (KM)</p> <ul style="list-style-type: none"> • Conversations about innovation will increase visibility of efforts. (DK) <p>"... just imagine where our institution will go if we actually now start talking about innovation and not just doing things?" (DK)</p>	<u>Successful Group: B</u> <ul style="list-style-type: none"> • Develop a filtering system for innovation ideas. (HK) <p>"How do you take those innovative thoughts forward; how do you decide which ones should be on the table?" (HK)</p> <ul style="list-style-type: none"> • Sensitive handling of ideas that are rejected. (HK) <p>"People decide emotionally on these things, it is their thoughts. ... So how do we make sure the ones that are not put on the table that they do not feel ignored?" (HK)</p> <ul style="list-style-type: none"> • Innovative with customer. (MH) (BF) (HK)
--	--

10. Category: Perceived Stumbling Blocks which Prevent Teams from being Optimally Successful

10.1 Sub-Category: Company Soul: Culture

<u>Unsuccessful Group: A</u> <ul style="list-style-type: none"> • Culture influenced negatively by poor receptiveness of industry for innovation. (EJ) 	<u>Successful Group: B</u> <ul style="list-style-type: none"> • Company very conservative. (FO) (BF) • Scared to try new things. (FO) <p>"We are really too scared to go out and see what is happening." (FO)</p> <ul style="list-style-type: none"> • Fear of the new: people/leadership resist implementation. (FO) <p>"People say 'oh but we don't know this' – we don't want to touch it because it is foreign. So the unknown – that is what it is." (FO)</p> <ul style="list-style-type: none"> • Employer brand. (PN) <p>"We see it as a big stumbling block the way we are viewed by other people." (PN)</p>
--	---

- Risk averse. (BF)

10.2 Sub-Category: Perceived Leadership Approach towards Innovation

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u>
<ul style="list-style-type: none"> • Lack vision on the end state for innovation. (CM) • Impulsive acquisitions of new systems without proper planning. (PO) • Dominating leader. (HvL) • Unassertive leader. (HvL) • Disrespectful behaviour from leader impacts negatively on team. (CM) (HvL) <p>"I also think if you have disrespectful behaviour in the team – the changes are that it will hamper progress. And when it comes from the team leader it is even worse." (HvL)</p> <ul style="list-style-type: none"> • Leaders attract members who reflect their profiles. (FV) • Negative leadership behaviour. (DK) <p>"If you talk to some about knowing something about breaking in horses – he will tell you to control a wild horse is very exhilarating but you need to get there. (DK)</p>	<ul style="list-style-type: none"> • Willingness to change but cautionary approach. (LV) <p>"And then maybe lagging a bit behind i.t.o. being proactive. And then first scanning the environment, maybe a bit too long, before reacting." (LV)</p> <ul style="list-style-type: none"> • Profitability reinforces a comfort zone preventing company from being innovative. (VM) • Slow response to changes in market. (VM) <p>"Some said we are the last and not even fast followers." (VM)</p> <ul style="list-style-type: none"> • Pacing innovation too slowly. (PN) • Leadership set in ways of doing things. (FO) <p>"I think it is also a thing about the leadership – I do not want to call them old – but it is about set ways of doing things." (FO)</p> <ul style="list-style-type: none"> • Gender could play a role – female leaders seem to be less visible, seem to be more resistant to act to new ideas. (PN) <p>"So there is a difference of how you would be led by a female and how they manage us and how they react to new ideas." (PN)</p> <ul style="list-style-type: none"> • Involvement of managers/leaders determine success of new programs. (FO) • Leadership perception of priorities determine attention that will be given to innovation. (VM) • No compelling case for leadership to embrace change. (VM) <p>"But if we look at management, their feeling is that we are making a profit of over 20% year on year for the past five – ten years. So why change? Why change something that is working." (VM)</p>

10.3 Sub-Category: HR Structures and Systems

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u>
<ul style="list-style-type: none"> • Lack of succession for key and critical roles. (CM) • Lack of performance management of key behaviours linked to innovation. (CM) (HvL) (PO) • Lack of measurement on performance on innovation projects (CM) <p>"They have their day time jobs and are measured against everything else but this project. And now they have to deliver on this project you know." (CM)</p>	<ul style="list-style-type: none"> • Innovation not linked to career progression. (PN)

10.4 Sub-Category: Organisational Realities

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u>
<ul style="list-style-type: none"> • Financial industry conservative; reputational risk associated with mistakes. (PO) • Innovation a value but not visible not always possible. (HvL) (CM) (PO) • Behind in the industry as regards innovation due to resources and execution. (PO) <p>"The danger is, if you are behind, you first need to catch up, so you only now putting in what the other people before you did." (PO)</p>	<ul style="list-style-type: none"> • Staff demographics: top people many years; new entrants (ages 18 – 35) form 65% of the staff complement. (PN) • Generation gap. (PN) <p>"And whenever you come with an idea you come against them all – and the younger ones get the feed i.t.o. what to change. But the other ones don't listen and these ones just don't have the power." (PN)</p>

<ul style="list-style-type: none"> • Radical innovation seen as only way to get ahead. (PO) <p>“Unless if you do something radically differently or are you just catching up, staying with the market.” (PO)</p> <ul style="list-style-type: none"> • Availability of people for team meetings. (FV) • Time challenges: innovation projects add-ons: additional: resisted. (KM) <p>“What makes it even the more difficult, when all the people are busy, then no-one is dedicated.” (KM)</p>	<ul style="list-style-type: none"> • Regulation, policies, governance and mandates restrict innovation internally. (LV) • Resources (staff capacities) overstretched due to lack thereof and budget. (LV) • Lack of specialized skills in country required for projects. (LV) • Burnout of people as they are involved in too many projects. (LV) <p>“... you use the same resource for different things over and over again. So you take one person on four projects which are all running at the same time. There is just so many hours in the day. The willingness might be there, but I – the fuel in my body and the hours is just so much.” (LV)</p> <ul style="list-style-type: none"> • Lack innovation space. (FO) • Generation Y feels overloaded due to availability of information. (AL) (KT) • Overreliance on consultants for all new ideas. (CH) • Not allowing thinking space: business syndrome. (MH)
---	--

10.5 Sub-Category: Lack of Resources

<p><u>Unsuccessful Group: A</u></p> <ul style="list-style-type: none"> • Time and money. (CM) • Skills shortage in country. (PO) • Not employing sufficient staff (deliberate decision): too few people in key positions. (HvL) • Lack of dedicated, focused people. (CM) • Lack resources to implement. (PO) • Aggravated by perception of managers that it is too time consuming to train people to become skilled. (PO) 	<p><u>Successful Group: B</u></p> <ul style="list-style-type: none"> • Resources (money, time). (CS) (KT) (CH)
---	--

10.6 Sub-Category: Team Behaviours

<p><u>Unsuccessful Group: A</u></p> <ul style="list-style-type: none"> • Loose continuity: infrequent meetings. (KM) • Poor planning skills for projects. (CM) (FV) • Issue not lack of innovative ideas, but implementation of ideas. (CM) <p>“Our issue is having people available to put concept documents together, to do the initial research and do what is required to get the thing started.” (CM)</p> <ul style="list-style-type: none"> • Dedicated team to drive innovation ideas lack. (CM) <p>“It is not good enough duty to have a team who does that at the side of their desks.” (CM)</p> <ul style="list-style-type: none"> • Teams grow too big, preventing progress. (PO) (KM) • Lack of trust prevent progress. (CM) • Being overly accommodative to get all on board in teams (delay progress). (PO) • Over analysis. (CM) <p>“... there is also the danger of always sort of over preventing things, going on and on and on and asking more questions.” (CM)</p> <ul style="list-style-type: none"> • Change resisted if not convinced about merit for change. (KM) (DK) • Lack of consultation lead to negative behavior 	<p><u>Successful Group: B</u></p> <ul style="list-style-type: none"> • Lack of planning. (KT) • Poor communication. (RB) • Agreeing because of despondency not agreement with solution. (CH) • Negatively influenced by contextual factors: blaming behaviour. (HK) (MH) • Dominant person engaging in power plays. (MH) • Members withdraw in presence of dominant person. (MH) • Poor decision-making behaviours. (MH) • Lack of self-confidence. (MH) • Fear to expose self and take decisions. (MH) • Pressures lead to defensive, accusative behaviours. (BF) • Lack of cohesive team behaviour under pressure. (BF) • Power plays between members of same seniority level. (MH) • No responsibility by individual for mistakes. (MH)
--	--

(resistance). (DK) • Destructive behaviours. (EJ) “People want to be nasty. You say ‘oh it is nice and sunny’ and they say ‘oh it is 45° degrees’. They just can’t be happy – those are the ones that you must omit.” (EJ) • Lack project insight. (FV)	
--	--

10.7 Sub-Category: Technology

<u>Unsuccessful Group: A</u> • Insufficient usage of digitalization. (EJ)	<u>Successful Group: B</u> • No platform to share ideas. (PN) (FO) “We do not have a platform where we can share our innovation ideas – people are sitting with the innovation ideas.” (PN)
---	--

10.8 Sub-Category: Innovation Process

<u>Unsuccessful Group: A</u> • Fail because we cannot think for the customer. (KM) • Explain process to people. (MH)	<u>Successful Group: B</u> • Centered around a driver – problematic. (BF) “... but when the key driver left the heart and soul as well.” (BF) • Insufficient information on projects/priorities. (HK) • Over analysis. (MH) • Lack of understanding of staff of the process. (MH)
---	---

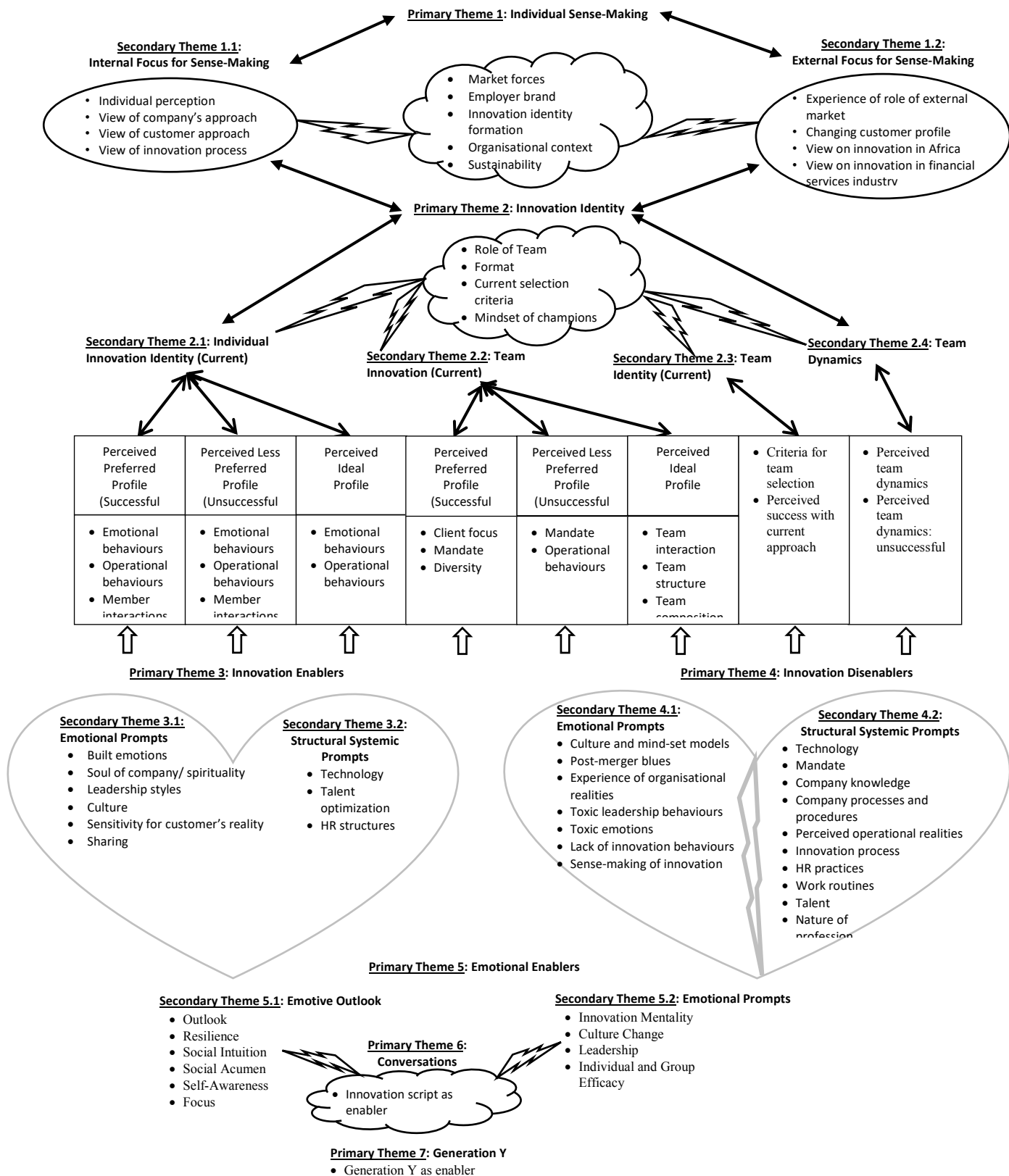
10.9 Sub-Category: External Environment

<u>Unsuccessful Group: A</u> • Must first catch up on backlog before company can start being innovative. (PO)	<u>Successful Group: B</u> • Current client profile makes company too comfortable to change (profitable). (PN) • Changing client profile (young professionals) can pose very specific problems as company is unaware of. (PN) (VM) “They have actually never thought to assess how much of our profit comes from which segment of our customers. And then have like a timeline. Like in five years those customers are finishing their journey – if we can expect that we will have in five years more of our profits from a certain segment, we can plan to ensure that those customers are also happy.” (PN) • Issues in external environment e.g. external stakeholders, poor organisation. (OH) • Processes and service offerings outdated. (PN) (VM) (LV)
---	--

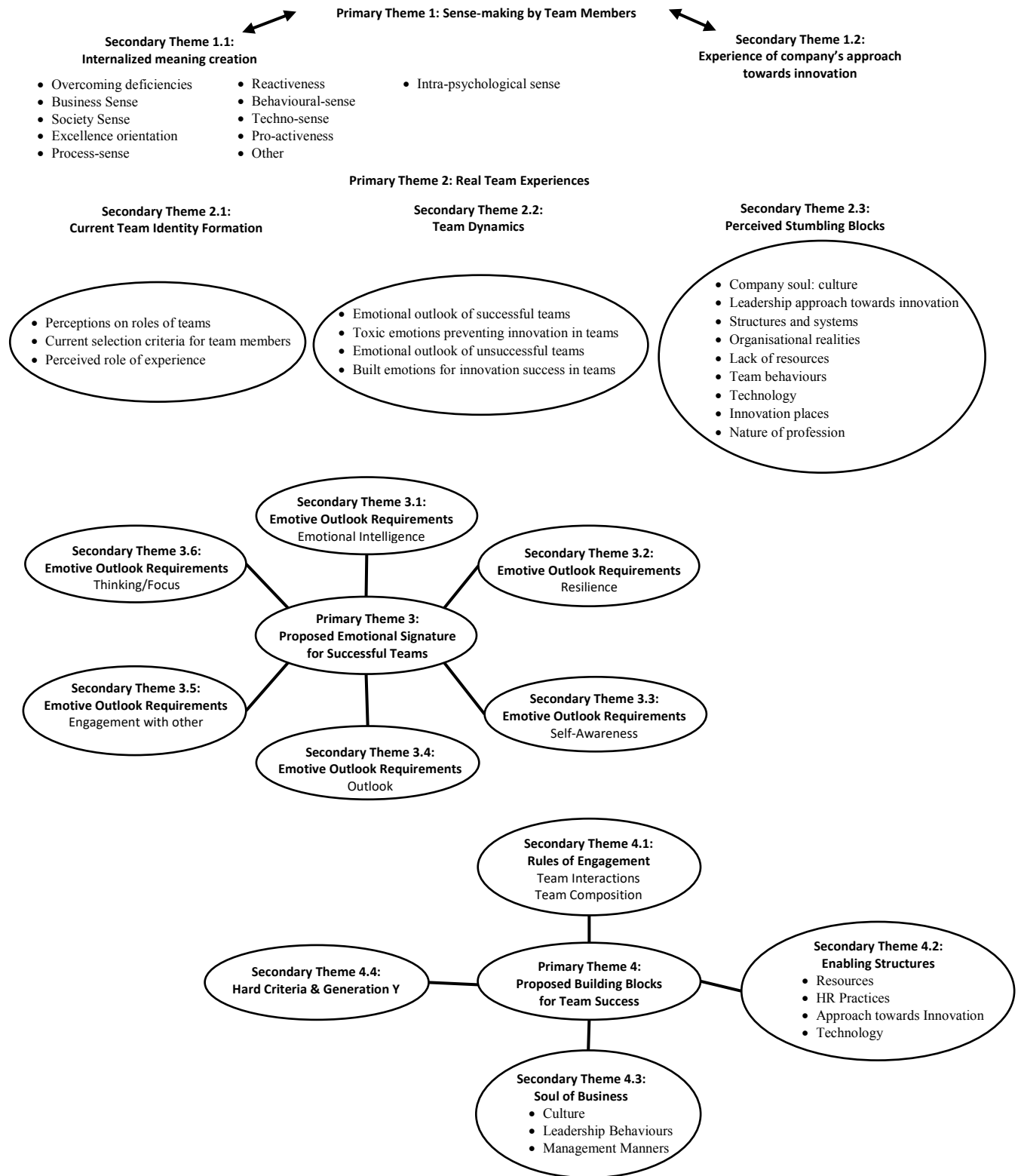
10.10 Sub-Category: Nature of Profession

<u>Unsuccessful Group: A</u>	<u>Successful Group: B</u> • Certain professions: by nature do not lend itself to innovation. (CH)
-------------------------------------	--

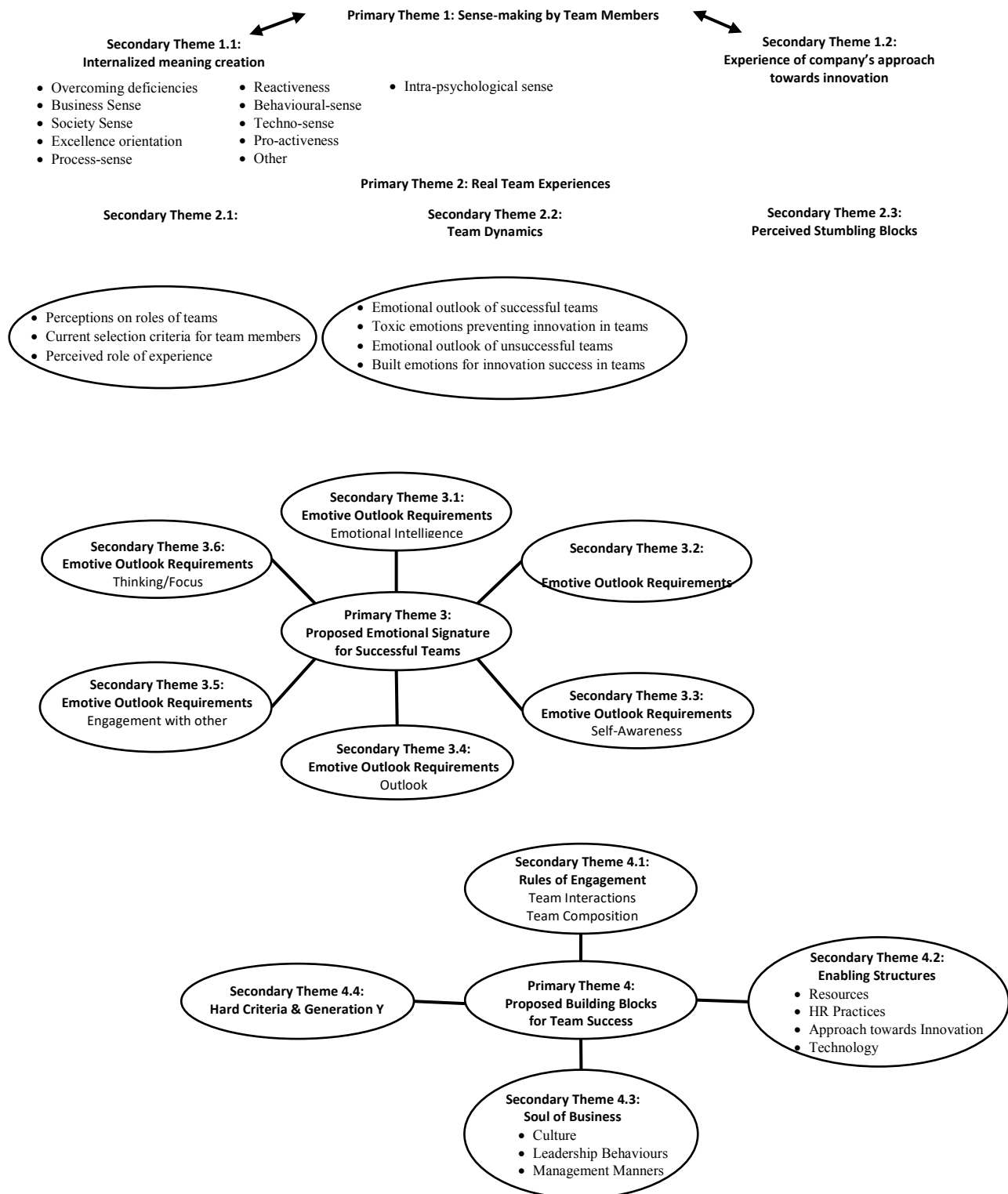
Annexure Q₃: Merged Visual Summary: Semi-Structured Interviews and Focus Group Discussions: National and International Cases



Graphic Presentation: Primary Themes: Innovation Sponsors/Champions: International and National Cases Combined



Graphic Presentation: Primary Themes: Focus Group Discussions: Successful Groups: International and National Cases Combined



Graphic Presentation: Primary Themes: Focus Group Discussions: Unsuccessful Groups: International and National Cases Combined

Annexure R: First Cycle Coding on Transcriptions

	personality profile or quadrant you fit into. You need some dominant personalities, you need some creativity, a bit of perfectionism ...	<ul style="list-style-type: none"> • Dominant • Perfectionism • Creativity • Decision maker
DM:	And a decision maker.	
CB:	Yes, because you can't have everybody who tries to be perfect the whole time as it will never work.	
CSO:	Thank you. That is a very interesting point.	
NG:	Where you are probably going with this is probably team players, team members and leadership.	
CSO:	Not so much the leadership, I am interested in the people – what are the best type of people for an innovation project?	
NG:	I think again, when you talk about putting up a team for leading innovation. Again I think team lead is important to set the pace. And team members, obviously you need a team that gets and work together. You will also find people, one or two, who don't fit into the team, because they are not team players or they work alone. However, they, you will also find that they have lots of value although they are not team players.	<ul style="list-style-type: none"> • Team leadership • Must all involve
CSO:	And may I ask you, that is an important point, of course the leadership is important, creates the environment. Some people are not necessarily team players. But what according to your opinion is then a team player in this organisation from an innovation point of view? If you have to put a team together, if you are looking for team players, what are the outstanding characteristics of those team players for you?	
NG:	So firstly when we talk about a team player, we are talking about someone that will follow the leadership. And basically add value. And will say, so I know this is the objective. So will go the extra mile – I would also want someone to question that at times. To say I know we are achieving this – here is a cool idea, here is another way of doing this where H and Z could work. Not necessarily a team player that blindly follows leadership but sometimes question but, challenges.	<ul style="list-style-type: none"> • Follows • Committed • Questioning • Can challenge
CSO:	Yes, that is very important.	
CB:	That is your quadrants again. You get, what we say "this is the shepherd with his sheep." You want some sheep, some hard hitting maintenance work, and ... without them these things can't happen. And you need some to say "we need to change direction."	
JdP:	That mix becomes important.	
CB:	You need two types of personalities in your team. You need one who is evolutionary type and one who is revolutionary type. So you get the guy with the most insane design that is just way out there, and then this guy comes with a safe option and Then you can find the middle road. It is safe, but still in reach.	
DM:	I would just like to add what Nandlal said. You also need an enthusiastic person, someone who can see the vision, somebody who can see the end of – and not just – but you also need someone with blinkers on – do as you are told. That spin out the works – your developers and who sit and ...	<ul style="list-style-type: none"> • Enthusiasm • Follow vision • Social component in team (informal)
CB:	Especially the social component in a team is huge. You do not need a bunch of stiff necks – it is actually so important to have that person that sometimes irritates you, who comes and chips in, is loud, they are busy, that kind of person also adds a dynamic.	

- achieve an once everything is done.
- CSO: Yeah, Yeah, absolutely. Now let me ask everyone. You have been through quite a couple of changes I suppose over the years and currently there's also few changes coming up. What is your experience of change per se and how do you cope with this?
- Female 2: Yeah, I think we try, because of a level of or in terms of the company change, but I tend to think that there are certain things that we tend to have a theory of changed management, but then we do not actually apply all the steps necessary to take all the other people along. Particularly I think on the communication side. I'm giving an example, if a company that is just merged and basically is restructured, we find ourselves having to pick up the pieces and running. For instances, we are in an in-country office and there we have some relations with the Centre. We find that you wake up one morning and you sent an email to somebody and they are no longer there.
- CSO: Oh golly.
- Female 2: And you realise that you never know that and you running around to find out if somebody else can help you in that place. Changes in a structure and of leadership are placements. There could be communication, but we know that if there's inter-management change we need more people to motive communication to find out that the information that you need is certainly on the work side and they not be even reasonably or acceptable to other people. Then you know there is a time to the truth continuously client-facing for the latter part for the day. It became very difficult for them to move into the internet and access that kind of information, compared to give me this multiple means of communication for instance a file, you know, all sorts of things, so that we can get the information through.
- CSO: Yeah.
- Female 2: I think that is what we struggling with, but again it's part of globalisation that the but we also need to possess some level of emotional intelligence and see how we pick up the pieces and fast forward this part of the challenges. I think that is the position we like to find ourselves in.
- CSO: This is a very interesting point and I would like the other members to comment on as well on the emotional intelligence. Do you find or what is your experiences with people who have more emotional intelligence than others when it comes to change and maybe even innovation?
- Male 1: Larsh here. What I actually think is the position have been a bit difficult, for as Choice already pointed out that there should be probably with it. But I think the major problem really is communication which I already mentioned.
- CSO: Yeah.
- Male 1: Without that people are just trying to say what or whether is it because they've been neglected or because you are just out there in Botswana, or what? So what are the position on their part, for example, which things are being done now We start to wonder what's happening on that part.
- CSO: Yeah, so communication is very, very important for changing or innovation.
- Male 1: That's right, that's right. You see just a few days ago I experienced that. For us as a

change implement
merges + inop
Proprietary
lack of
communication

lack of info
communication
lead to role
confusion
= impacting
cust. exp.

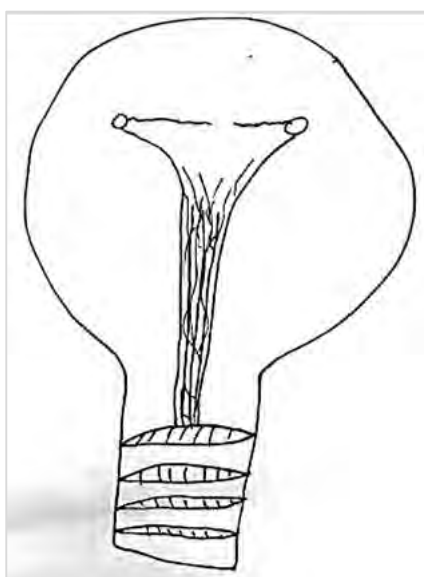
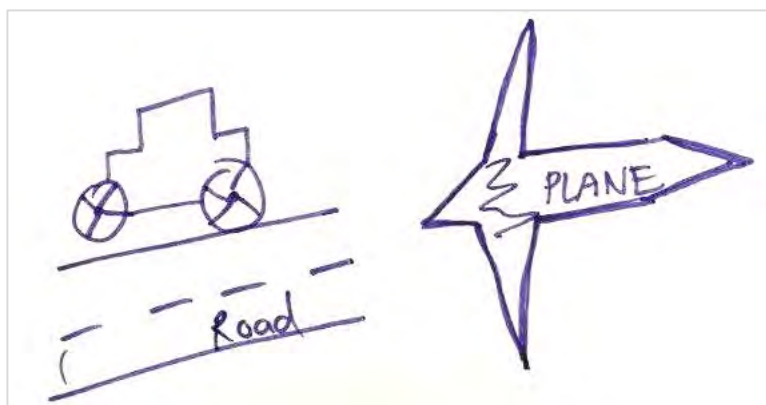
EI 10/10

Comm

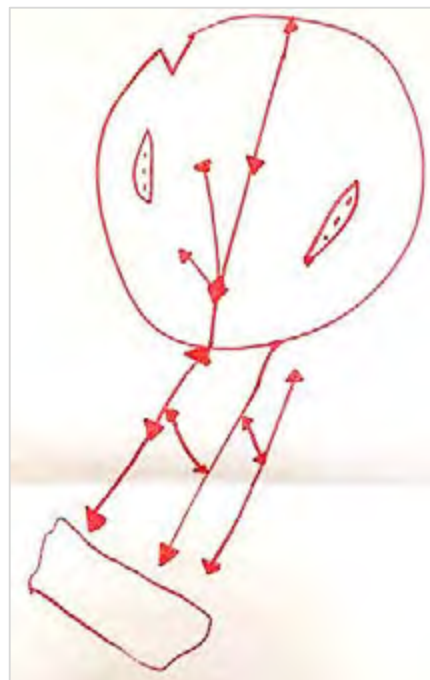
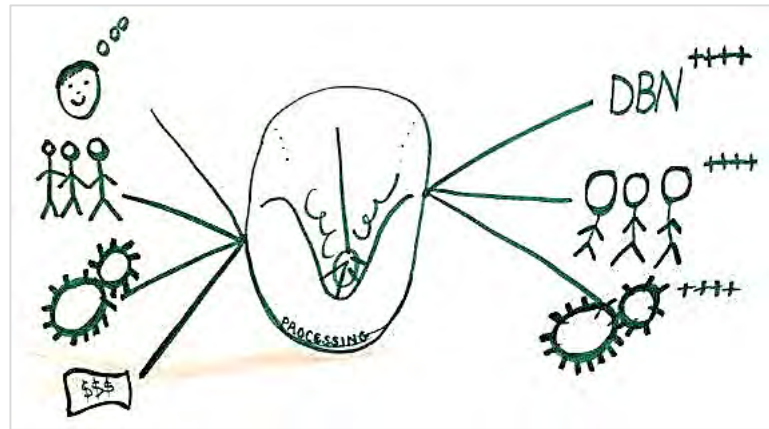
Feel isolated
left out

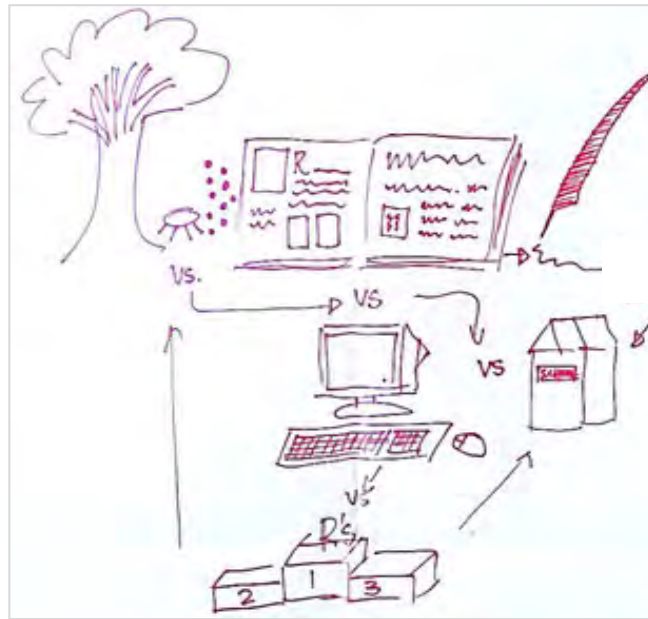
	changing and growing markets.	
P 4:	Exactly my point.	
CSO:	May I ask you within Metropolitan Health in Lesotho what is your experience with innovation? Where have you been part of it?	
P 2:	We have to be honest, we have not so much engaged in innovation in this division. I think it was about budgetary issues where they rather involved consultants – so we have not been part of the innovation process.	<ul style="list-style-type: none"> • Very much experience – innovation done by others outside – partners
CSO:	Okay, so have all your innovations been outsourced to consultants?	
P 2:	Yes.	
CSO:	Now let me ask you about your view, because you people all have a lot of experience and seems to understand what it is all about. I would like to know, in your view, does the team have a role to play in innovation, IMMI or Metropolitan Health?	<ul style="list-style-type: none"> Role of team • Innovation by the team's own possibility with commitment • Planning, identifying needs, identify resources – get buy-in for participation
P 2:	Yes, we all feel that based on the previous programmes and experience we have been engaged in. Innovation is very much a team work, it is not management responsibility. It is a team work that is where the leader call the team together, they plan it together, they identify the needs together, they identify the targets together so that there is total buy in. Now they also run with it together with that as a team and they pull together. It is very much a team work. I think as much as the meetings where we are send and need to implement, it is team work where everyone has a particular role, but everyone is pulling together.	
CSO:	Absolutely. Anybody else who would also like to give a comment on that? I fully agree with you.	
P 5:	I think it would be a matter of saying the same thing, but in different ways. But it should involve all members of the team and so that they ultimately feel part of the innovation that is been made. If there is a team all members should be part of the innovation process. Not all of us are strong in all areas and approach problems. From different directions or from different angles. If we put all together then it becomes much stronger – more than what only one person is involved in.	<ul style="list-style-type: none"> • Involve all members to ensure engagement • Representation on each members strengths and recognize it as such
CSO:	You are hundred per cent correct – that is the whole purpose of having a team. Any of the ladies?	
P 2:	That is all we have to say on that.	
CSO:	Okay. If we put such a team together, how will we select these members?	<ul style="list-style-type: none"> Composition • Multi functional • Technical expertise
P 5:	From a department point of view the composition should be such that there is representation of all (these) our functions so that the total division is represented by the right person. So you will have each person, for me have technical expertise and for the functions.	
CSO:	Thank you. Let me ask the others – what will you also look at – how will we choose the people?	
P 1:	The other characteristic we have to bring in is the position the person is holding.	<ul style="list-style-type: none"> • position
CSO:	Tell me more. What do you mean with the position? I just need to understand that clearly.	

Annexure S: Drawings of Participants (Group A: Unsuccessful) on how they visualise innovation.



Drawings of Participants (Group B: Successful) on how they saw innovation.





Annexure T: Write-up of Atlas.ti Graphic Representation and Qualitative Data Support

Write up of ATLAS.ti Graphic Representation and Qualitative Data Support for Christina Swart-Opperman.

By Charmaine Williamson

Contents

1. Inception	3
2. Methodological Audit Trail provided by Dr Charmaine Williamson	3
3. Methodological Accounting Insights.....	7
4. Rounding up	9
References:	11

1. Inception:

Dr Christina Swart-Opperman (hereafter, Christina) and Dr Charmaine Williamson (hereafter, I) discussed the uses of ATLAS.ti for the methodological audit trail and rigour (Carcary 2009:) of her qualitative data analysis and presentation. This was done on the telephone and via email. We explored the possibility of my doing second coding as well as frequency counts and ATLAS.ti network diagrams to present the data. This discussion was mostly technical. I did ask questions about the study itself and Christina explained the mixed methods, the cases and her approach in an articulate manner.

While Barbour (2001) and Hruschka et al (2004) endorse the use of multiple or inter-coding to improve the rigour and reliability of qualitative data, Christina and I jointly established that Christina had already extensively coded the data. She and her supervisor had also concluded that a second coder was not required.

Christina, however, indicated that she would still welcome assistance in terms of rigour, and to what I tentatively referred as 'lamination'¹ (Damico and Simmons-Mackie, 2003: 132).

Christina therefore provided me with a number of Annexes. All data were anonymised and she provided me only with her own codes (with a few vivid quotations), which she had grouped into sub-categories and categories. I did not see any transcripts. Ethical considerations were thus observed.

2. Methodological Audit Trail provided by Dr Charmaine Williamson:

The first task I completed was to review the data for sense-making purposes. I then distilled the review to the 'Focus Group data-International-including Unsuccessful (A) and Successful Case (B)'. Thereafter I advised Christina that frequency counts would not be possible, based on the design of the qualitative section of the study (phenomenology) and the data provided. Christina endorsed this advice. She requested me to do network views so that the data could be presented and viewed in a different mode.

I started doing network views of the Focus Group data. These network views were specifically created in the network view of ATLAS.ti. In order to achieve the outputs of

¹ 'When employing lamination, the researcher analyzes the collected data and forms tentative conclusions. Once this is done, the conclusions are verified through a different type of cross comparison process...In a sense, the term "lamination" is a metaphor for layering on different levels of interpretation.' (Damico and Simmons-Mackie, 2003: 137)

graphics from ATLAS.ti (without the data having been coded in ATLAS.ti to start with), the following steps were followed for each and every graphic:

1. Re-familiarisation/Review of the data as per Christina's Annex
2. Cutting data from Annex and pasting in new word document and inserting prefixes, saving document-this is done via word
3. Cutting reworked data with prefixes and pasting into Memos in ATLAS.ti-saving
4. *Importing codes from Memos over into Code Manager-automated- accepting*
5. Checking all codes are imported
6. Moving to Family Manager and creating a new Family-accepting
7. Moving Codes into new Family
8. Checking all codes are in new Family
9. *Creating graphic file from Family-automated*
10. Importing Categories and Sub-Categories for every new Family
11. Manually neatening graphic file and checking on visuals and order
12. Saving graphic files in two formats: 'png' and 'paint'
13. Manually selecting paint file and copying over into word document
14. Manipulation of graphic in word document and creating border
15. Saving word document in folder
16. Sending graphics via email with cover email and notations
17. Saving ATLAS.ti work as completed
18. Re-checking the graphics in terms of accuracy

I then proceeded to provide graphics as follows:

International Focus Group: Both A and B cases

1. Emails to and fro; various calls to clarify brief:
2. International level: overview of all categories, sub-categories and sub-sections of sub-categories: these were provided in a number of graphic files and also sent pasted on a word document in landscape format: 14/06
3. National level: overview of all categories, sub-categories and sub-sections of sub-categories: these were provided in a number of graphic files and also sent pasted on a word document in landscape format: 18/06.
4. Christina and I had a discussion about inductive coding: I therefore altered the existing graphics to show inductive coding (see outputs of 25/6/16)
5. International level: Category 1-1.1 inclusive of 1.1.1-1.1.10 and 1.2: Case A: Unsuccessful:
6. International level: Category 1-1.1 inclusive of 1.1.1-1.1.10 and 1.2: Case B: Successful: Categories 2-4: Discussion over the phone -agreement around international focus group as sample
7. Categories 5-11: Confirmed through email

Throughout this process, I checked in with Christina if the graphics were making sense to her, if they were useful and if they represented what she wanted represented. I kept

challenging her in this regard to make sure she wanted me to continue with this process and was seeing value. One of these conversations was very useful in terms of inductive and deductive coding. As the check-in conversations proceeded, so we began to talk about the study more broadly. Christina would ask my view on one or other question that had come up while she was analysing and writing up.

Summary of hours and communication

Outputs Sent	Time Spent	Approved
Various phone calls and emails to clarify brief	3.5 hours	n/a
Receive data and review of all cases	2.5 hours	n/a
14/06 outputs as sent by email: TIME: 8:26 pm Sent-Variou attachments in respect of the Overall Categories and Codes (Page 1 of 16: <u>International</u> Case Index-Focus Groups)	1.5 hours	YES
18/06 outputs as sent by email: TIME: 6.07pm Sent-Variou attachments in respect of the Overall Categories and Codes (Page 1 of 16: <u>National</u> Case Index-Focus Group)	1.5 hours	YES
18/06 outputs as sent by email: TIME 7:34 pm: Sent-Variou attachments referring to of the Families of Category 1 (Sense-Making) of International Case-Focus Groups-A	1.5 hours	YES-email of 19/06
20/06 outputs as sent by mail: TIME: 5.45 pm Sent-Variou attachments referring to of the Families of Category 1 (Sense-Making) of International Case-Focus Groups- Question about inductive and deductive layouts posed to Christina	1.5 hours	Response sent to confirm Inductive approach-23/06
25/06 outputs as sent by mails: various times during	5 hours	Query regarding where Annexure should go and

25/6 International Focus Group Sent: Inductive layouts of Category 1-no extra charge for corrections Category 2 Category 3 Category 4		approval: YES
29/06 TIME: 7.33 pm International Focus Group Category 5: 5-1 Email addressing where the graphics could go	1 hour	Discussion with Christina over phone on the 7/07 and approval for all work done thus far
30/06 TIME: 5:24 International Focus Group Category 5: 5-2 TIME: 7:05 International Focus Group Category 6: A and B	2.5 hours	Discussion with Christina over phone on the 7/07 and approval for all work done thus far
7/07	.5 hour	Discussion with Christina over the phone -approval of work done thus far Agreement that International Focus Group only will be done as a sample of data laminated/crystallised in another format Short write up by Charmaine to support this Various other methodological issues raised and advised on
10/7 TIME: From 12:49 pm-8.44 pm International Focus Group Categories 7-11	9.5 hours	Sent to Christina- acknowledge receipt
21/07 Report	2 hours	
Total	32.5 hours	

3. Methodological Accounting Insights:

While the process between Christina and I started as a technical discussion about ATLAS.ti, the discussions took on a different aspect as I became more familiar with Christina's data and she felt confident to share some of her scholarly puzzles with me.

We problematized around the following:

- *What value is the graphical representation adding to her study?* Here I played 'devil's advocate' in seeking that Christina express herself very specifically in terms of why she wanted the data presented in a different way. She indicated to me the following:
 1. She was of the view that different people read and appreciate data differently and that she wanted, at least with a sample of the data, to provide the reader with a different way of seeing the data. She felt that the network views have the potential to open up different insights when readers move out of prose text or table format, to the more pictorial aspects of her data as per network views of ATLAS.ti.
 2. Additionally, she said, it helped to clarify the successful group and unsuccessful group's responses in terms of her coded interpretation of the focus group data. The graphics served to confirm, as well as challenge, her own analysis and interpretation. This might well be a form of progressive focusing, using ATLAS.ti, as advocated by Sinkovics & Alfoldi (2012). This is a fruitful area for exploration.
 3. Christina indicated that going through this process with her own data would help her to advise students to use ATLAS.ti and/or different forms of supporting data analysis and presentation. She believed herself to be more confident to recommend different modalities for students to explore so as to render data and interpretation in a different manner, other than text, tables or Microsoft/other graphics
- *Was this a form of crystallisation?*
 Ellingson (2008) refers to dendritic crystallisation as a process of dispersed re-creation of meaning and ideas, through different forms of representation, which is possible in the same scholarly output. In this form of crystallisation, there needs to be attuned awareness of the research context and development of different, multiple branches of the data in an asymmetrical fashion. I would venture to say that this was crystallisation in the following manner:

Ellingson's characteristics (2008)	Alignment
1. Re-creation	Data was indeed recreated in a graphic format with me thinking through the

		inductive vs. deductive process and what that meant for the graphics; the arrangement of the codes; the colour coding and then the provision of those to Christina who had only ever seen them in table format and the different lens she would have when seeing them in a spider-diagram way
2.	Attuned to the research context	Christina's coding made me highly conscious of the research process and our discussions also enabled her to share different triangulations of her data interpretations with me
3.	Different branching of data	The data was rendered in a different format and looked different
4.	Multiple kinds of representation for multiple audiences	The representation included colour, shape, linking points and different audiences would find it accessible in different ways

- *Was this a form of lamination?*

Christina would best be able to provide this response. She had reached tentative conclusions on the basis of coding and theming the data including sub-themes as well. She then referred the data *not back to the focus group for cross comparison* in terms of the meaning and re-interpretation (Damico and Simmons-Mackie, 2003), but to another qualitative researcher, who read and re-cast her data in a different format to her, while also asking her questions about the coding and the process. The lamination that I was able to discern is more at a methodological level of presenting data: how the same data, represented differently, might lead to cross comparison by the same researcher and provoke the researcher to ask herself different questions about her coding and theming of the data.

- *How should she present the data?*

Christina suggested including the graphics as an Annex and I agreed. However, I pointed out that she might choose particular exemplars of the network view to insert in her data presentation as well to illuminate a particular point of presentation that is central to her findings or her theorising. Therefore the network views might strengthen her data presentation and her scholarly argument.

- *How should she write this up?*

Christina provided the view that she would write this up in her methodology section. I advised her, as follows:

You would do it after the coding process and explain that the process provided a graphic representation of the codes which opened up the opportunities for you to review the data through different representations. This allowed you to crystallize your thinking through another iteration of the different category levels. This enabled a post-coding as well as post-clustering steps in the different cycles of coding, theme-ing and towards formulating graphic building blocks of the assertions and theorising stage of the analysis.

This was my stab at what I assume has happened when you review the outputs sent to you...? (email correspondence: Charmaine Williamson: 22 June 2016)

Christina responded by stating:

Thanks for coming back – I actually wrote it like that – but I have to make reference to the fact that an outside expert did this – how do I reference this?

I responded as follows:

You may cite me as per email correspondence....

I am sure Christina has reported accordingly.

4. Rounding up:

While this assignment was a challenging one in that it made me think about using ATLAS.ti in a different manner, it was nevertheless insightful. It made me problematize the value of representation of data with the researcher, who had interpreted the data and represented it in a table format. Christina indicated that she found it valuable (email correspondence-various) and it would be useful to explore this value in terms of the feedback from her supervisor and the examiners. Beyond the discussions around the technical use of the programme, Christina and I were able to have qualitative methodological discussions. I feel these enabled her to question and address rigour and I know they enabled me to hear about data interpretation and presentation dilemmas and ideas, through working with someone else's grappling with the same. Christina and I believe that this process that we shared might be a useful topic for a journal article in terms of different methodological possibilities and a different form of collaboration between scholars.

My conclusion is that this was a useful exercise, and which opens up new possibilities for ATLAS.ti usage and for data representation. Most ATLAS.ti users would prefer the software to be used for the reasons that it was created: in terms of coding, managing, integrating and working with data, in a more sophisticated manner, from the first cycle of coding to the point of interpretation and theory-building (Silver and Lewins, 2014). However, researchers are asked to open up new boundaries of possibilities and to challenge existing norms: this exercise, when done with two respectful and reflective

researchers, does create opportunities for a second/critical 'readership' to read, give feedback and problematize the representation of the data in a novel manner. It also enables the researcher to be reflective on, as well as to consider, the different readerships of her thesis, while also reinforcing the stages of her research process.

Charmaine Williamson

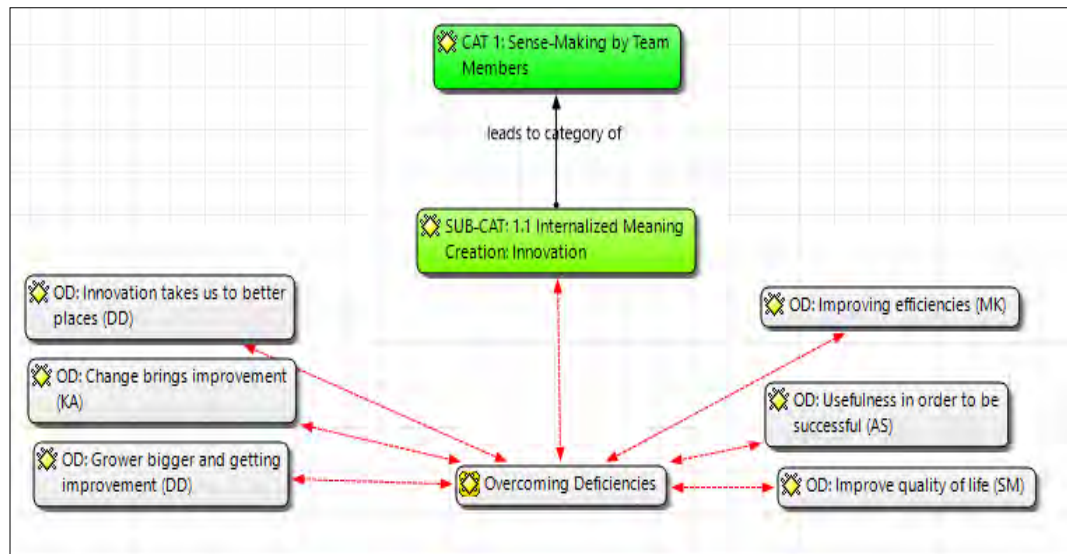
2016

References:

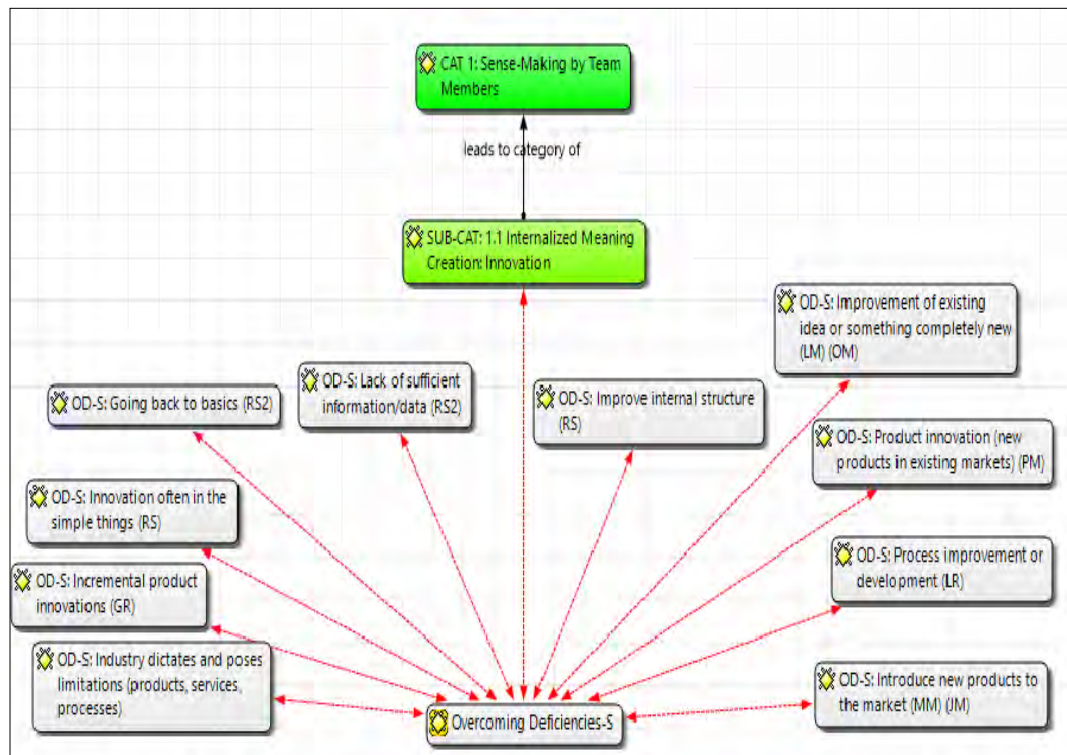
- Barbour, R. S. (2001). Checklists for improving rigour in qualitative research: a case of the tail wagging the dog? *BMJ : British Medical Journal*, 322(7294), 1115-1117.
- Carcary, M. (2009). The research audit trail-enhancing trustworthiness in qualitative inquiry. *The Electronic Journal of Business Research Methods* 7(1) [online]. Available from: <www.ejbrm.com > [Accessed 12 January 2011]
- Damico, J.S. and Simmons-Mackie, N.N. (2003). Qualitative Research and Speech-Language Pathology A Tutorial for the Clinical Realm. *American Journal of Speech-Language Pathology*, 12(2), pp.131-143.
- Ellingson, L.L. (2008). *Engaging Crystallization in Qualitative Research: An Introduction: An Introduction*. SAGE Publications.
- Hruschka, Daniel J., Deborah Schwartz, Daphne Cobb St John, Erin Picone-Decaro, Richard A. Jenkins, and James W. Carey. (2004). "Reliability in coding open-ended data: Lessons learned from HIV behavioral research." *Field Methods* 16 (3), 307-331.
- Silver, C., & Lewins, A. (2014). *Using software in qualitative research: a step-by-step guide*. Sage.
- Símkovics, R. R., & Alfoldi, E. A. (2012). Progressive focusing and trustworthiness in qualitative research. *Management International Review*, 52(6), 817-845.

International Case

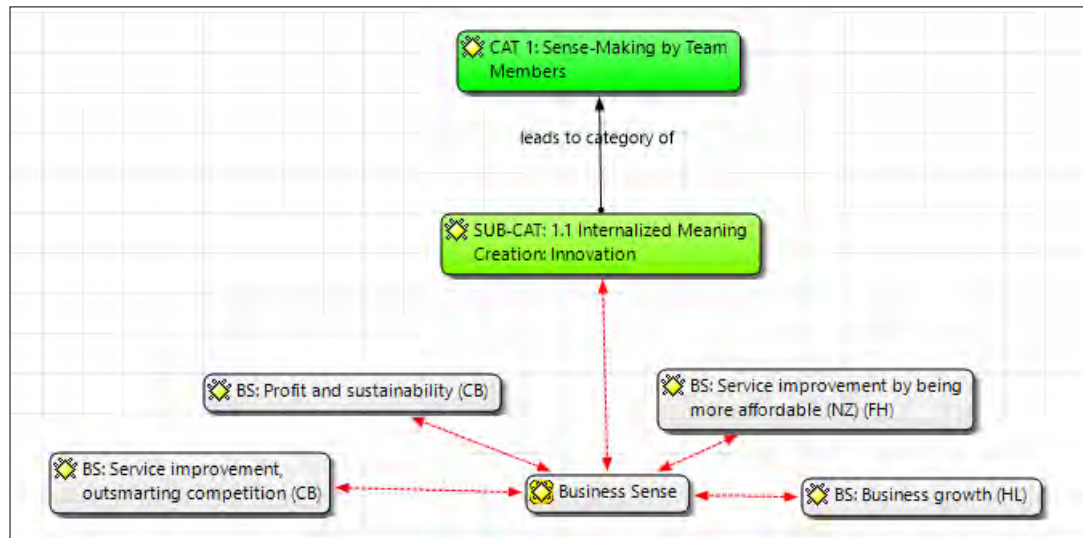
1-1-1: Sense-Making: Overcoming Deficiencies: Group A (Unsuccessful)



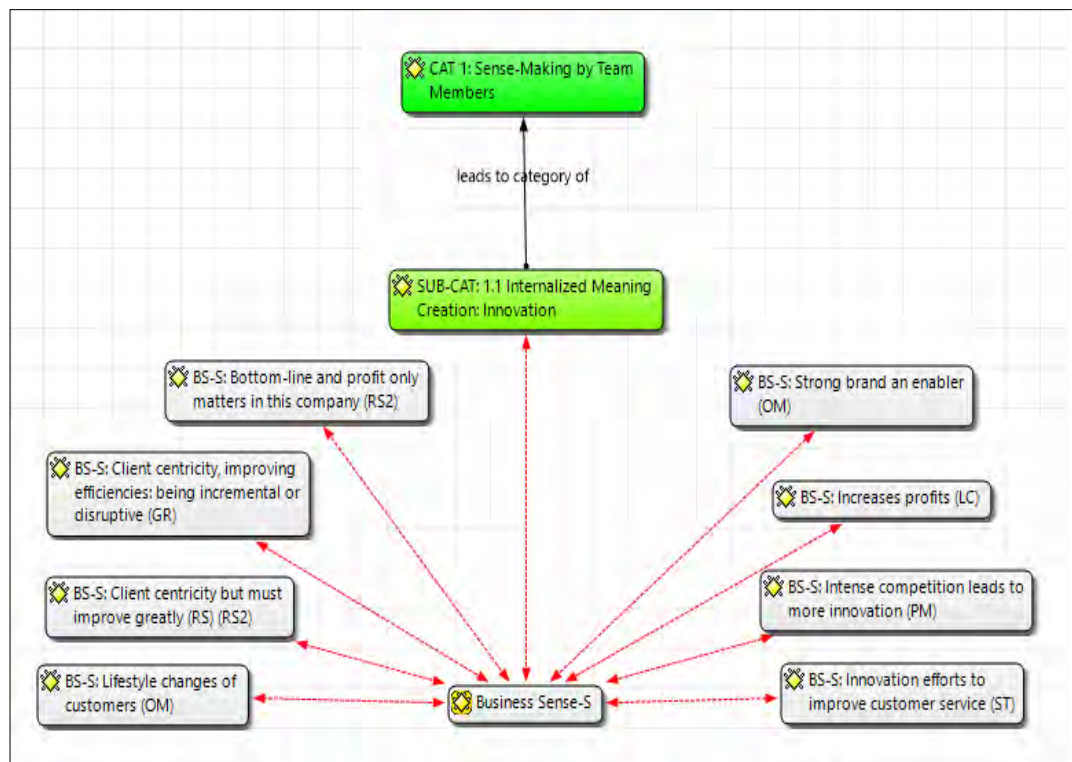
1-1-1: Sense-Making: Overcoming Deficiencies: Group B (Successful)



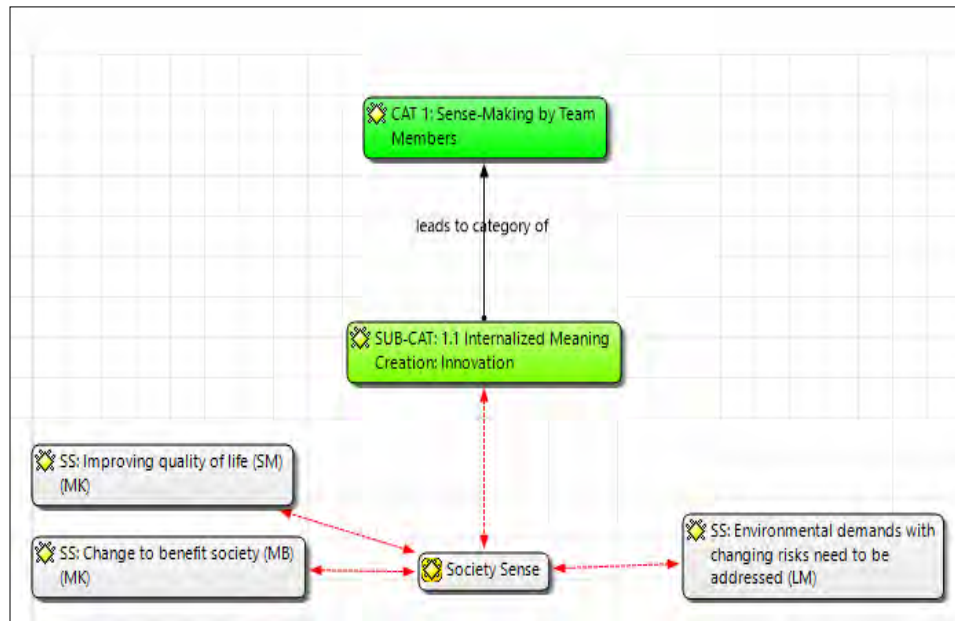
1-1-2: Sense-Making: Business Sense: Group A (Unsuccessful)



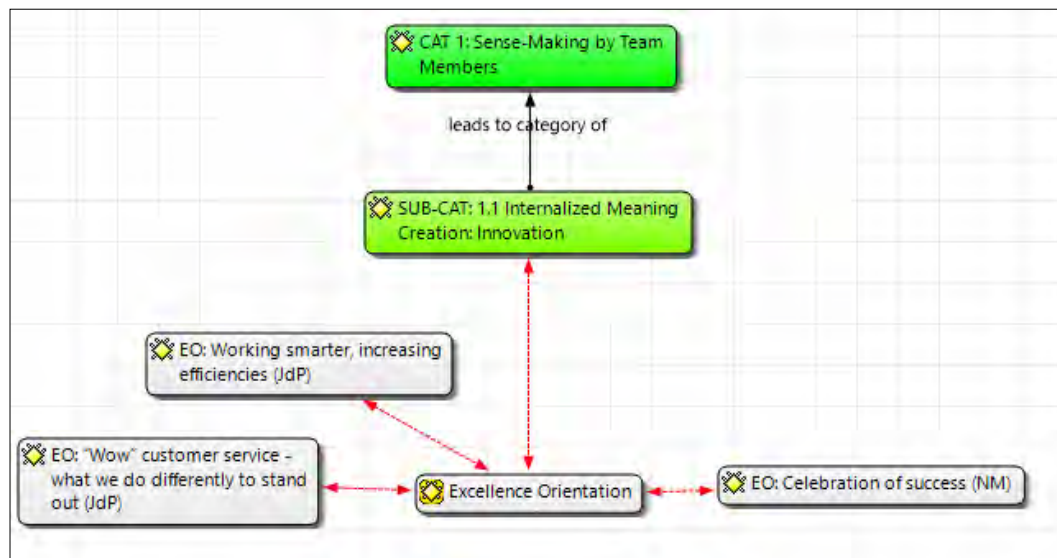
1-1-2: Sense-Making: Business Sense: Group B (Successful)



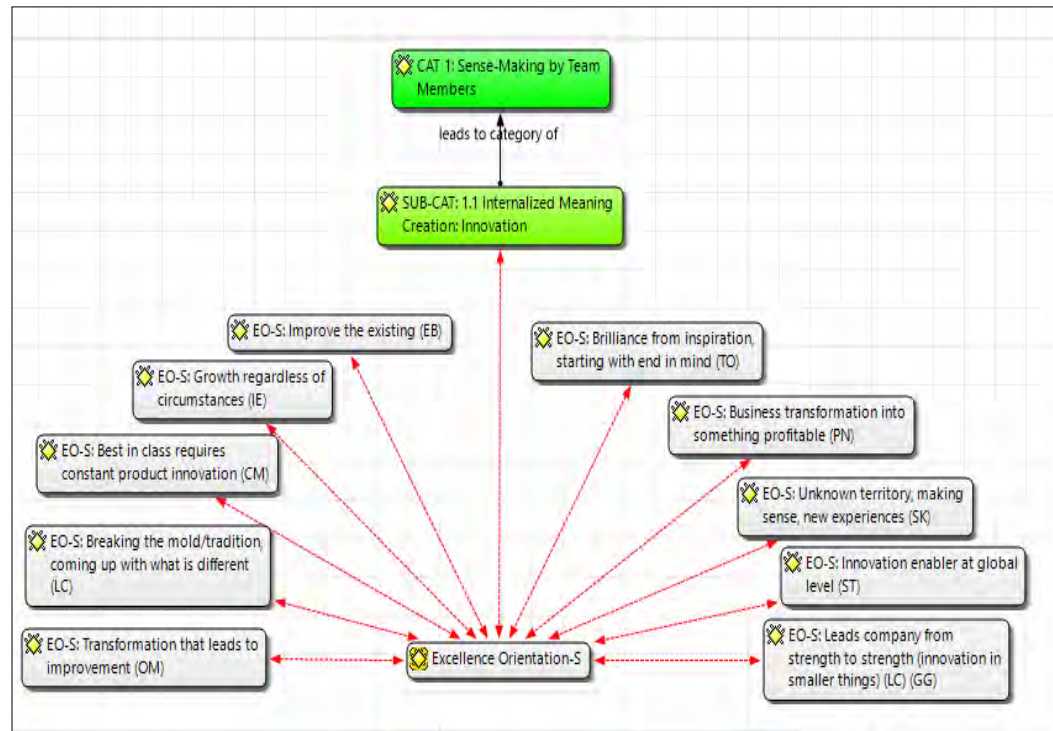
1-1-3: Sense-Making: Society Sense: Group A (Unsuccessful)



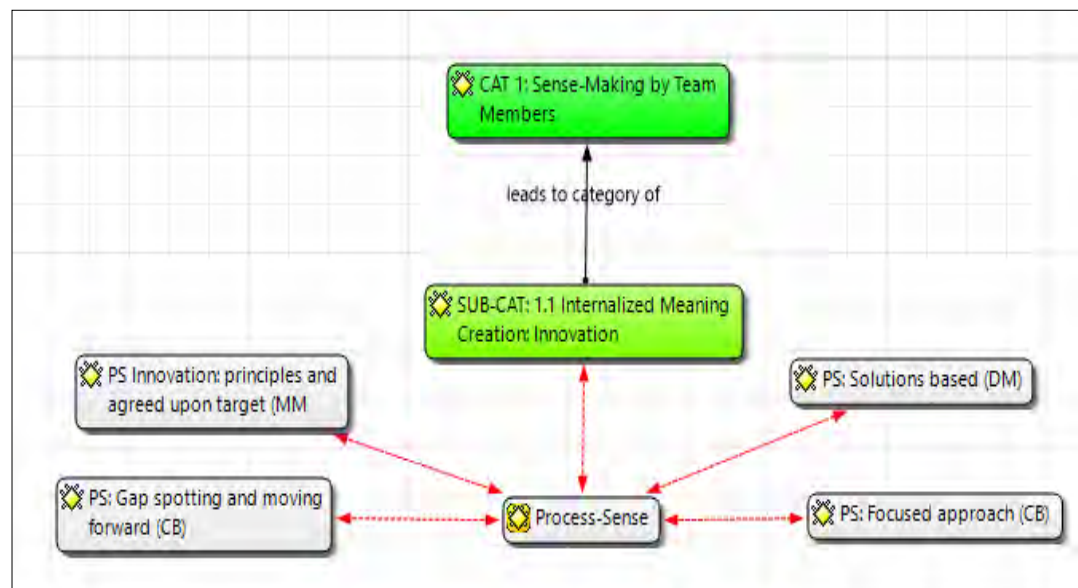
1-1-4: Sense-Making: Excellence Orientation: Group A (Unsuccessful)



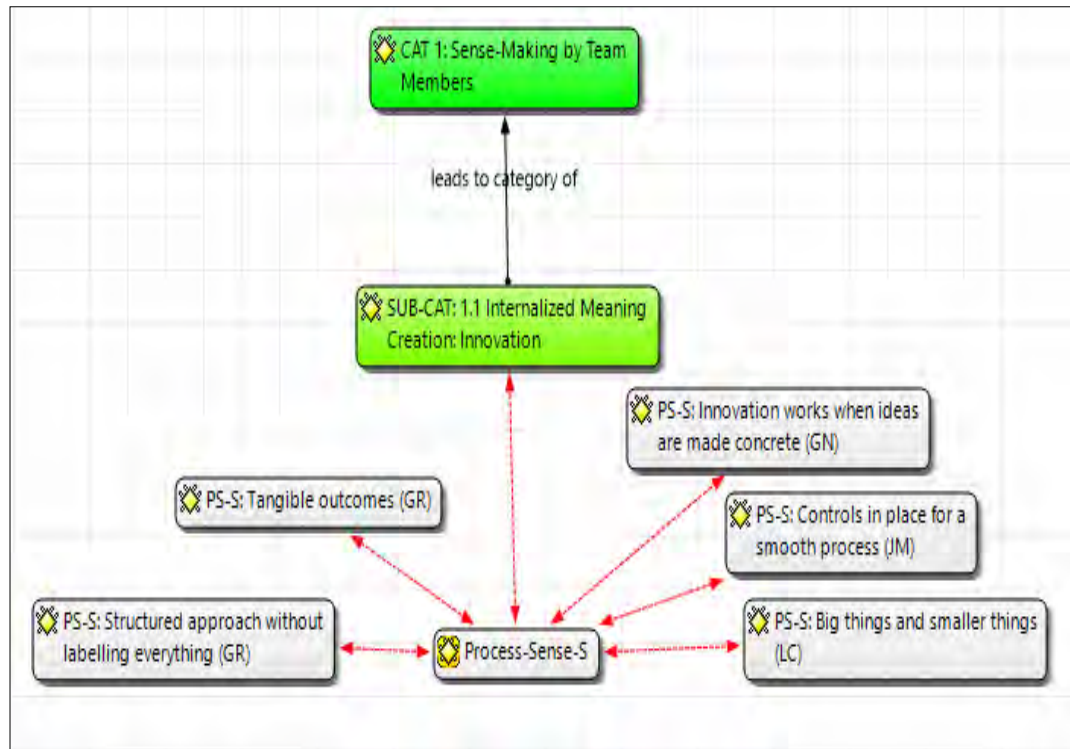
1-1-4: Sense-Making: Excellence Orientation: Group B (Successful)



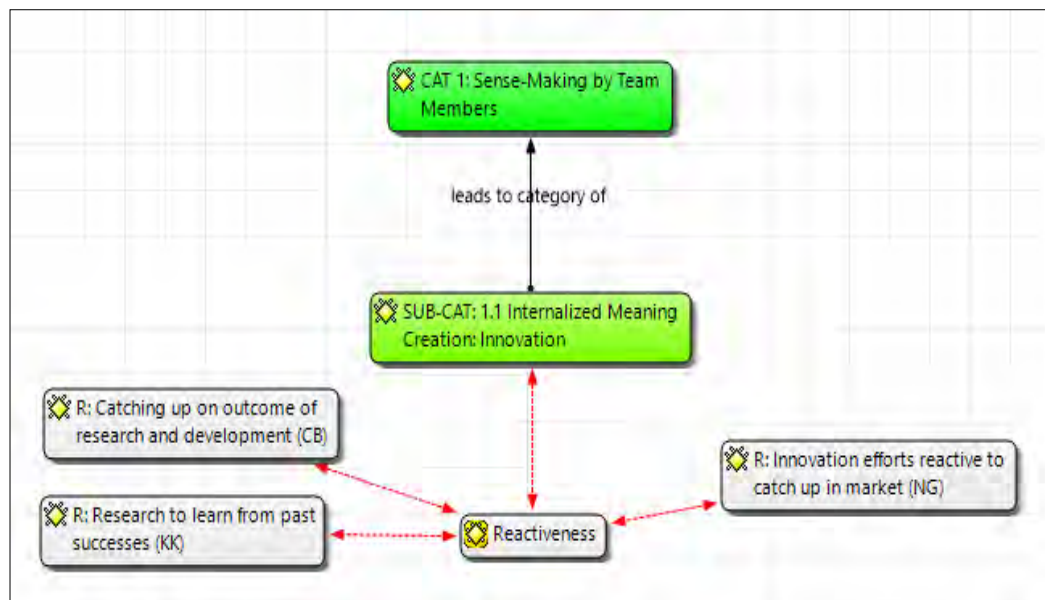
1-1-5: Sense-Making: Process Sense: Group A (Unsuccessful)



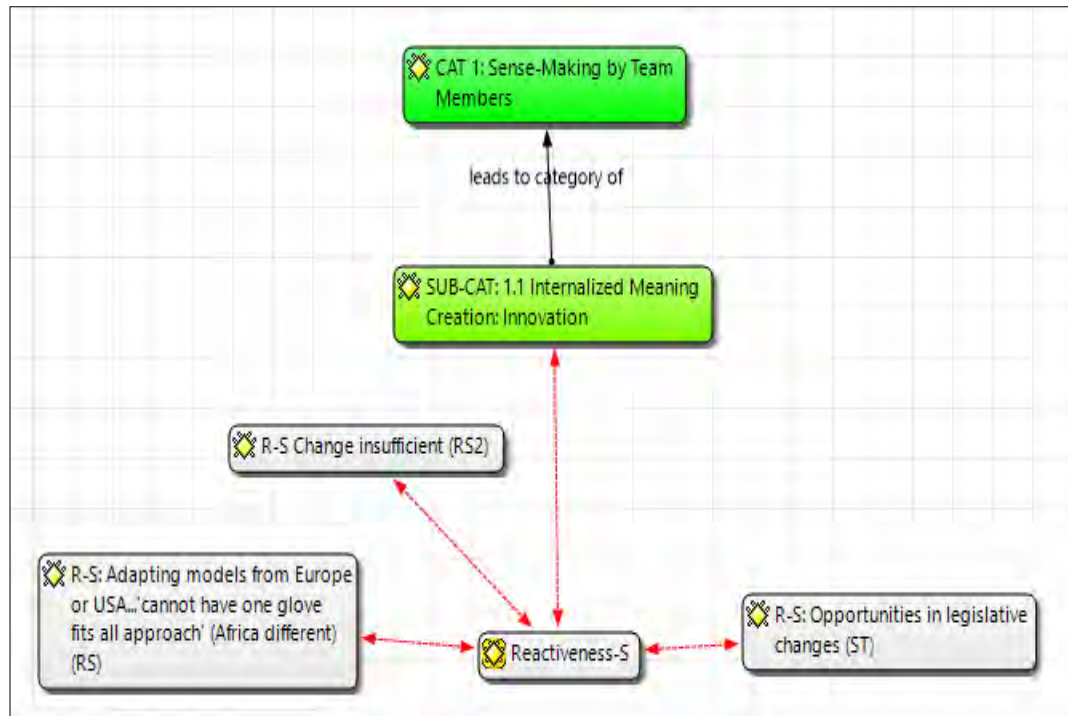
1-1-5: Sense-Making: Process Sense: Group B (Successful)



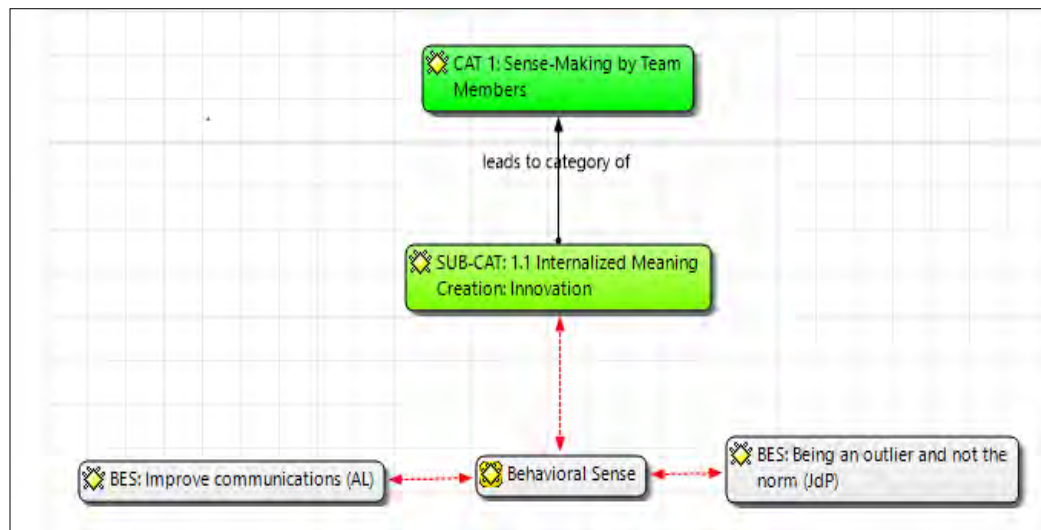
1-1-6: Sense-Making: Reactiveness: Group A (Unsuccessful)



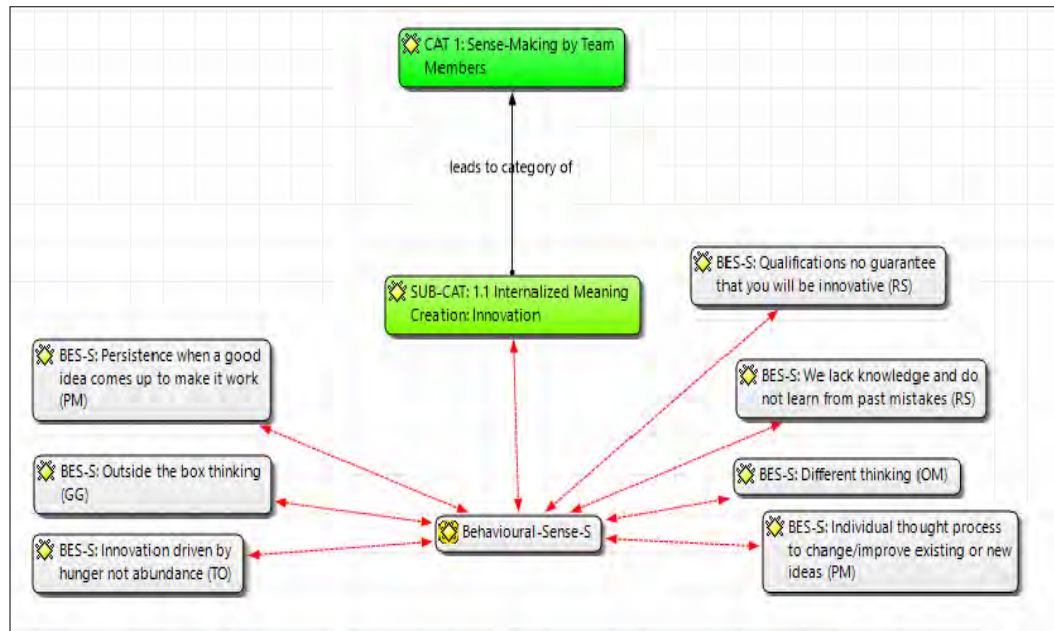
1-1-6: Sense-Making: Reactiveness: Group B (Successful)



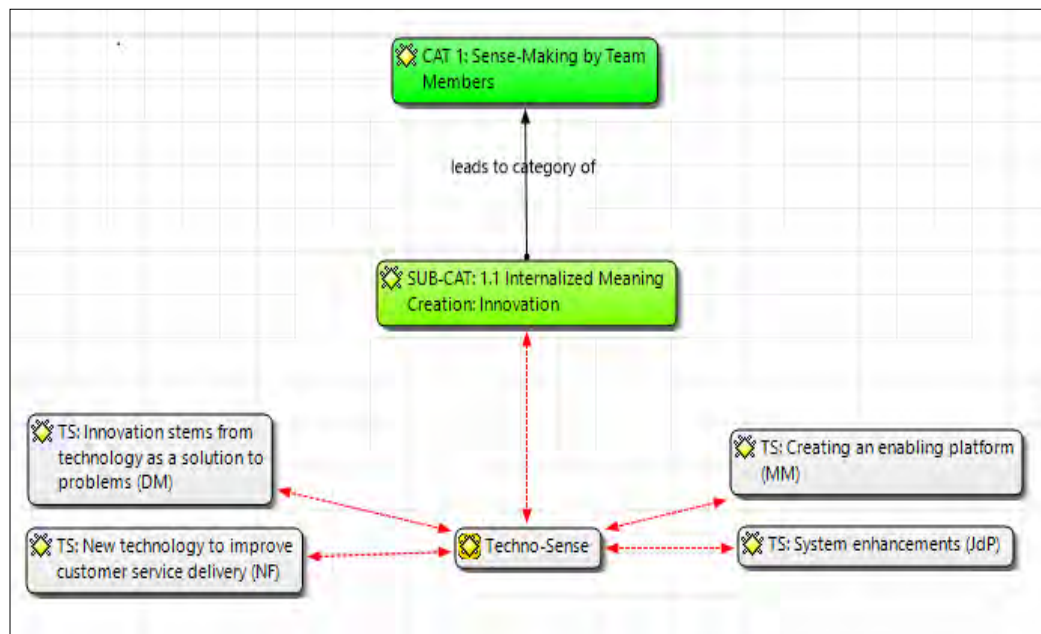
1-1-7: Sense-Making: Behavioural Sense: Group A (Unsuccessful)



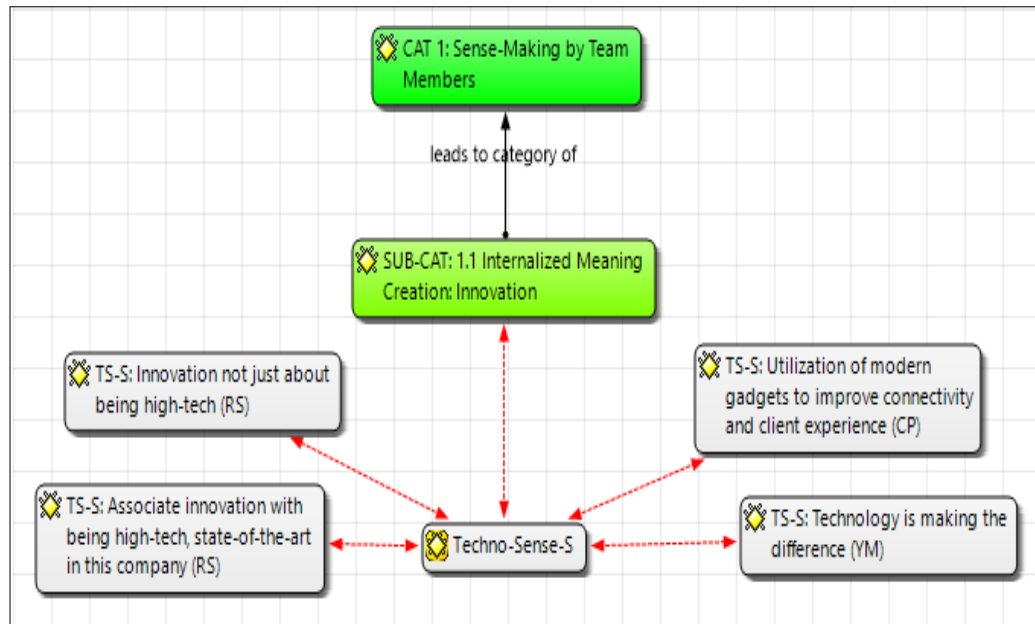
1-1-7: Sense-Making: Behavioural Sense: Group B (Successful)



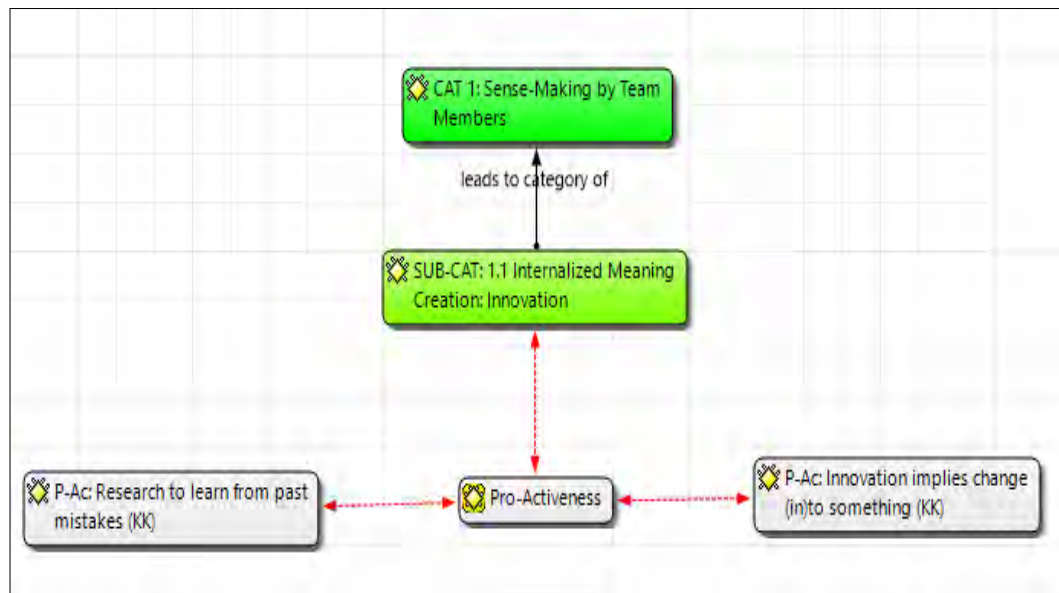
1-1-8: Sense-Making: Techno-Sense: Group A (Unsuccessful)



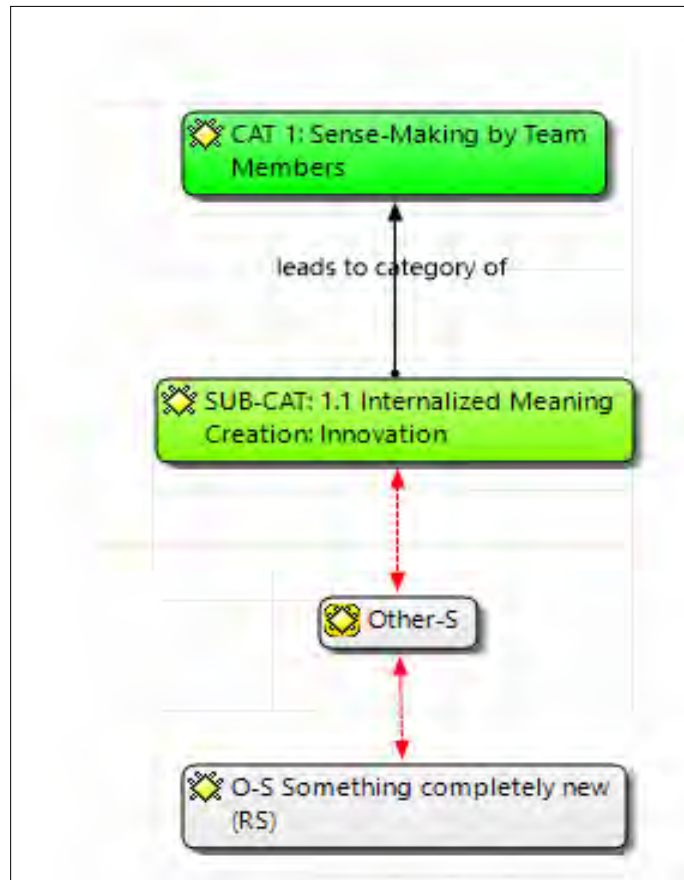
1-1-8: Sense-Making: Techno-Sense: Group B (Successful)



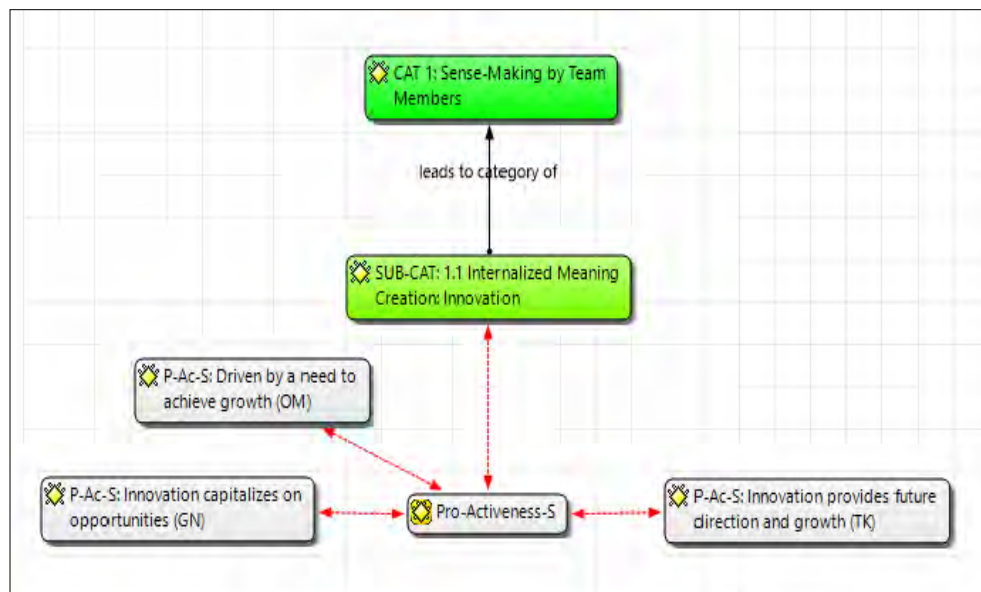
1-1-9: Sense-Making: Pro-Activeness: Group A (Unsuccessful)



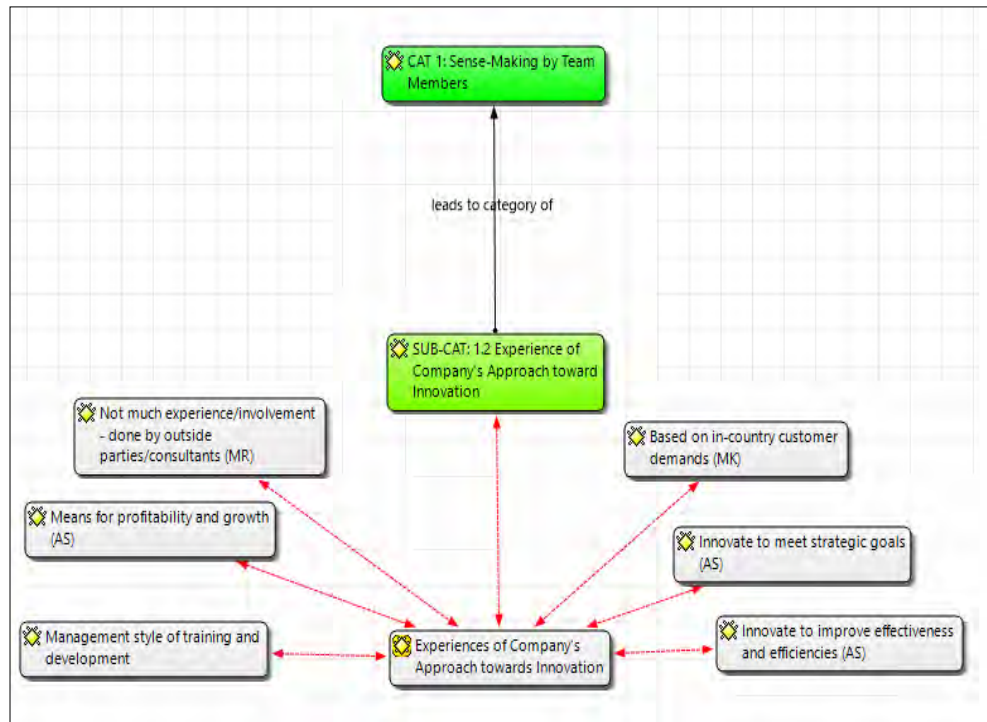
1-1-9: Sense-Making: Pro-Activeness: Group B (Successful)



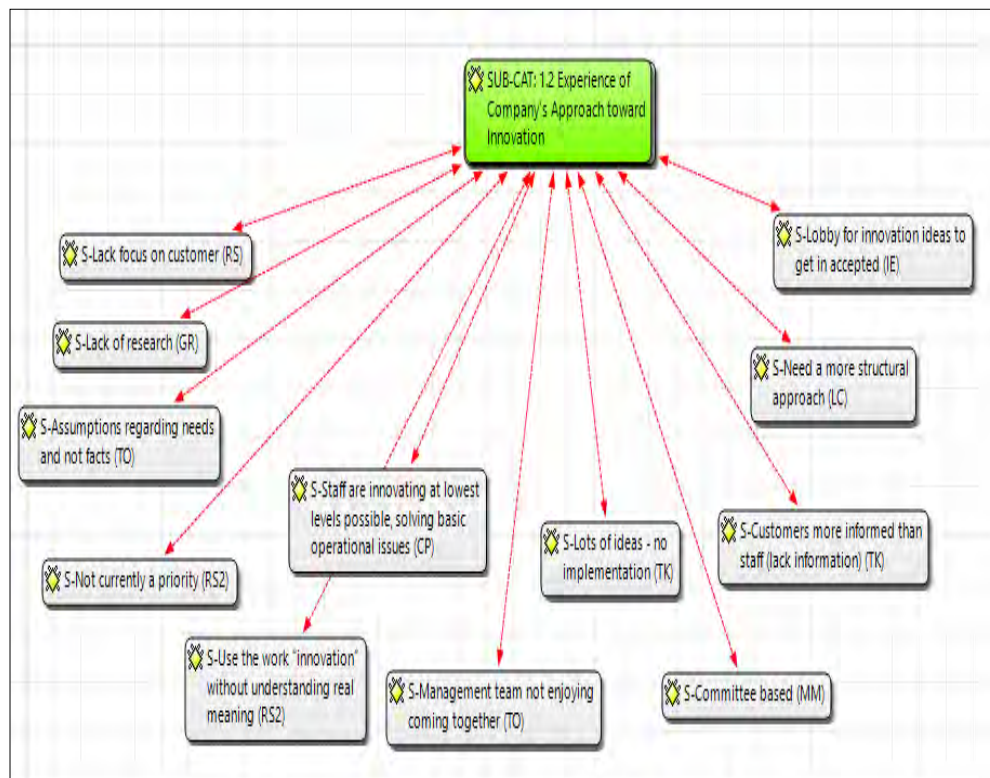
1-1-10: Sense-Making: Other: Group B (Successful)



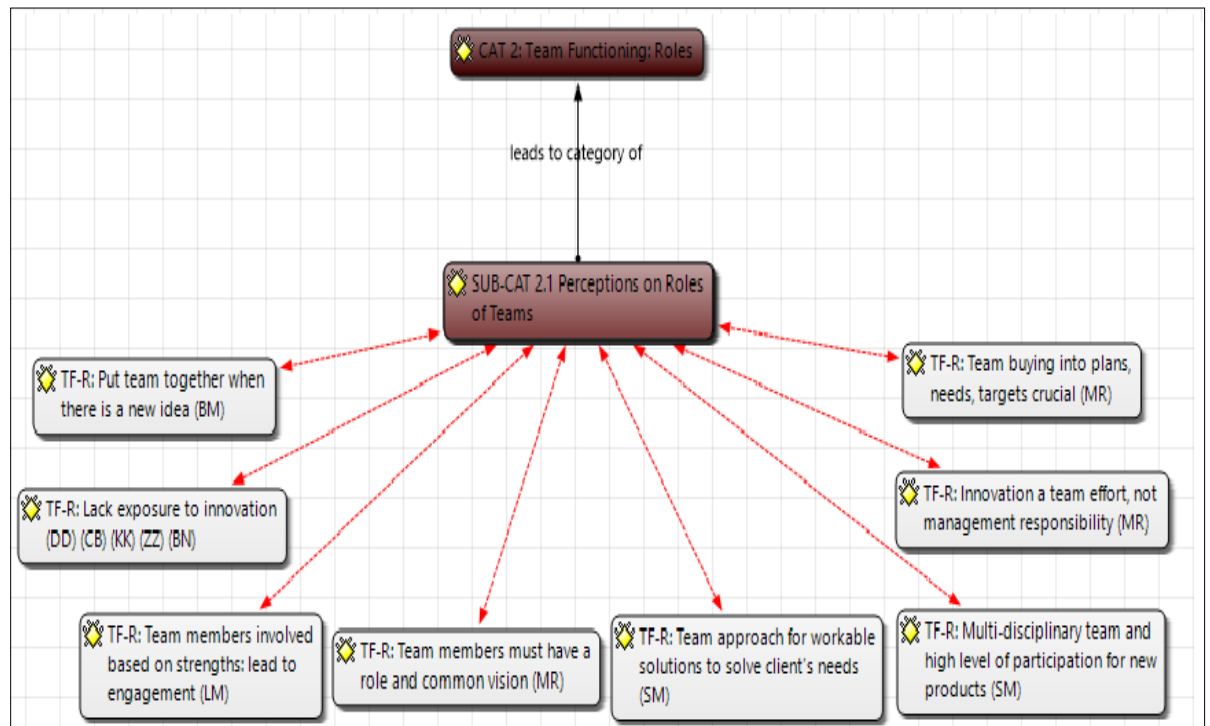
1-2: Experiences of Company Approach towards Innovation



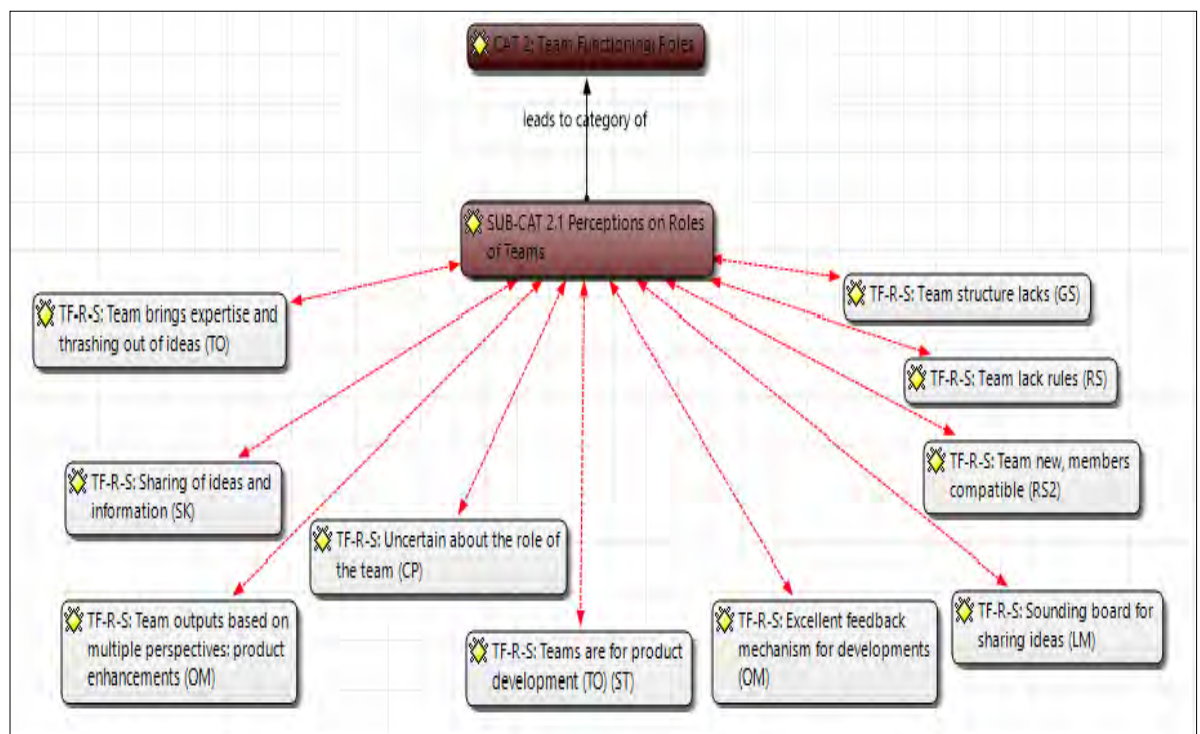
1-2: Experiences of Company Approach towards Innovation



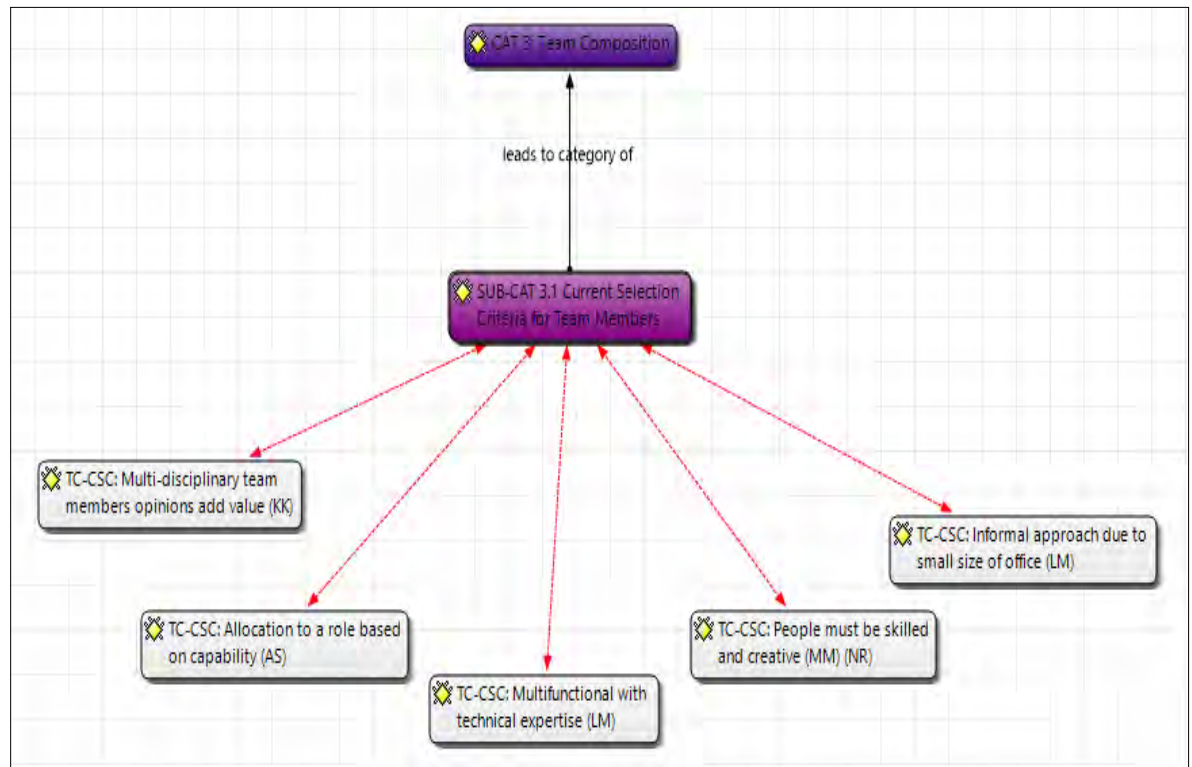
2-2-1: Team Functioning Roles: Perceptions on Roles: Group A (Unsuccessful)



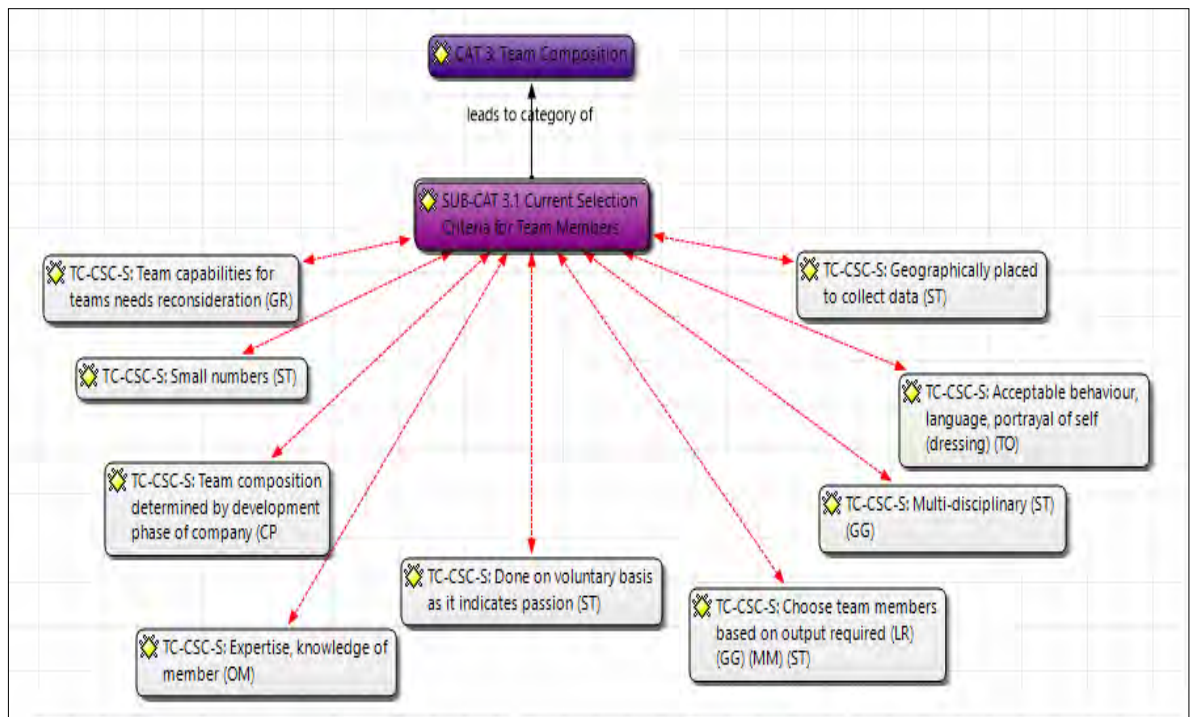
2-2-1: Team Functioning Roles: Perceptions on Roles: Group B (Successful)



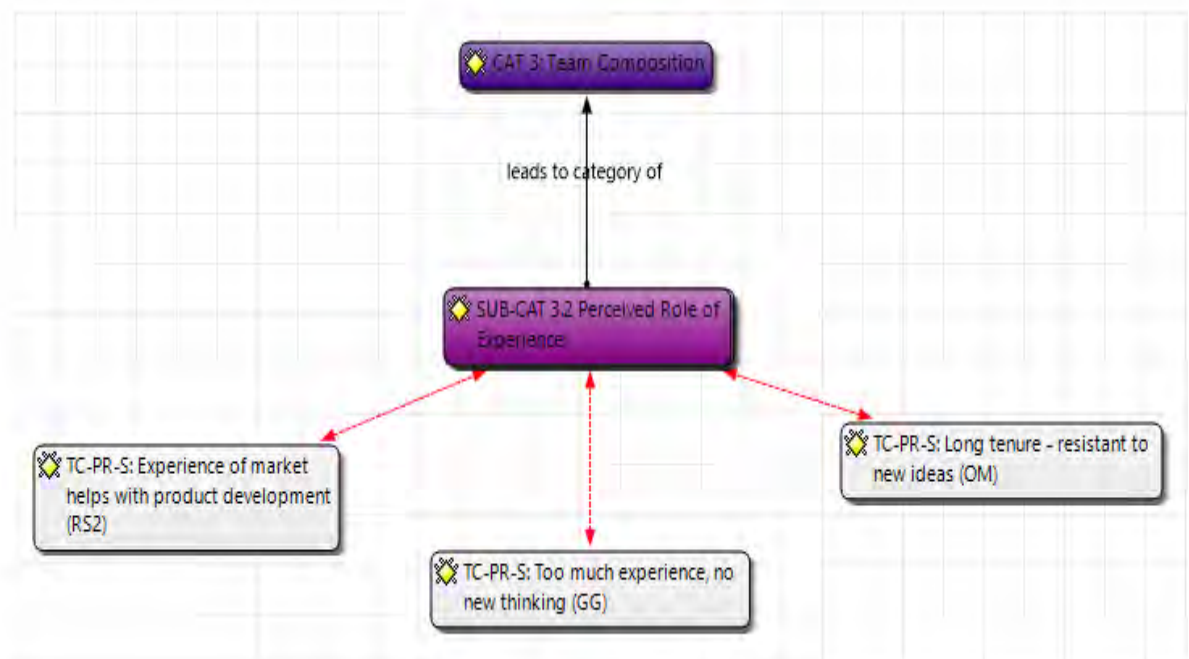
3-3-1: Team Composition: Current Selection Criteria: Group A (Unsuccessful)



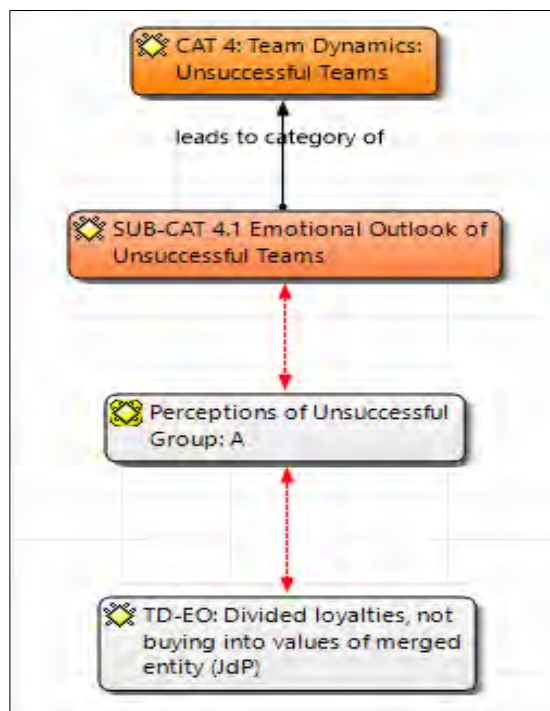
3-3-1: Team Composition: Current Selection Criteria: Group B (Successful)



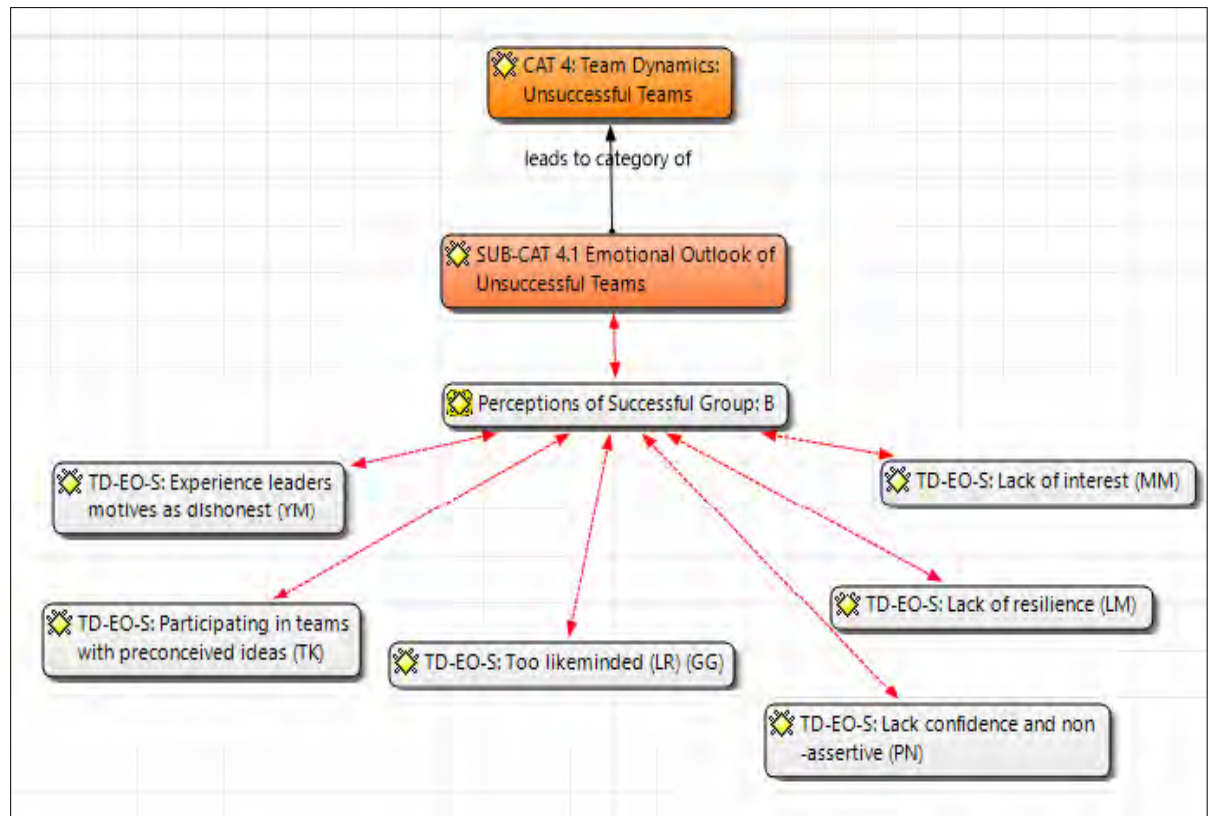
3-3-2: Team Composition: PR of Experience: Group B (Successful)



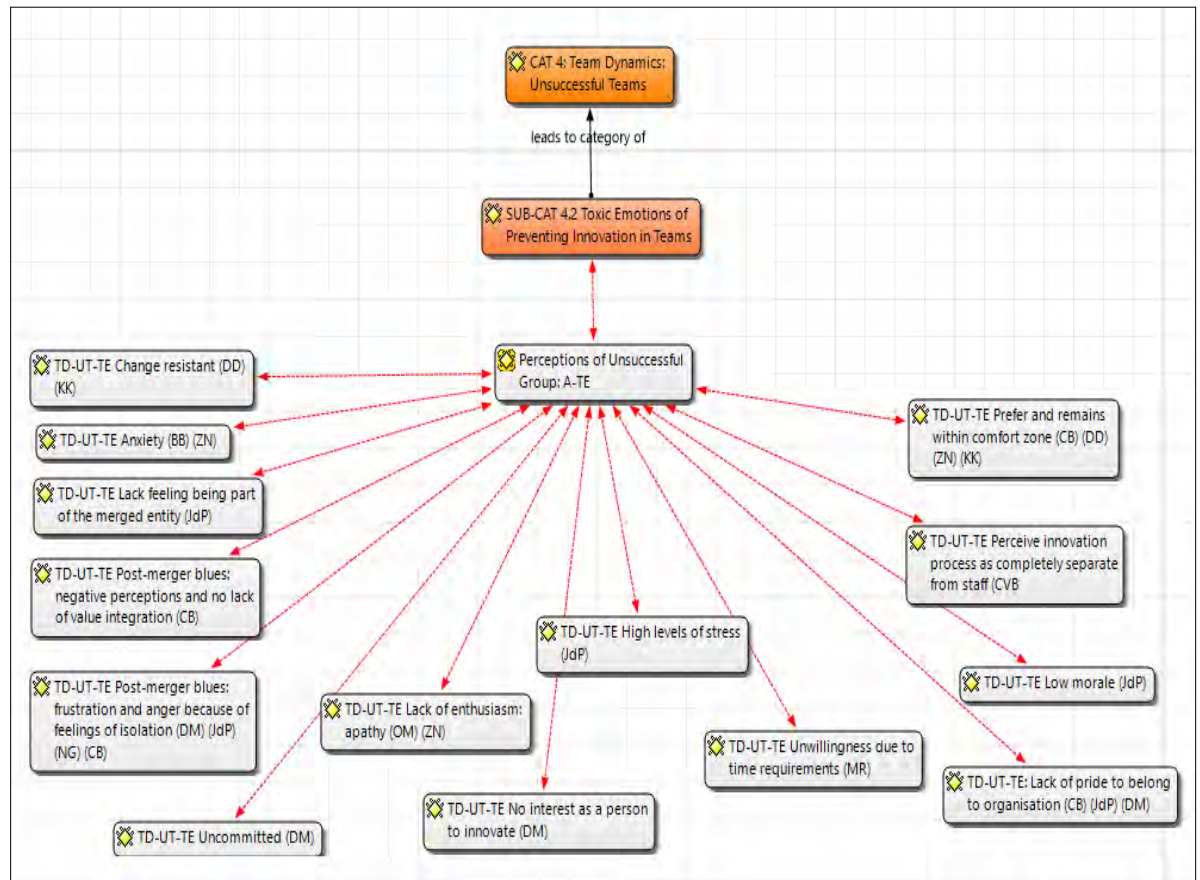
4-4-1: Team Dynamics: Emotional Outlook: International Focus Group: Group A (Unsuccessful)



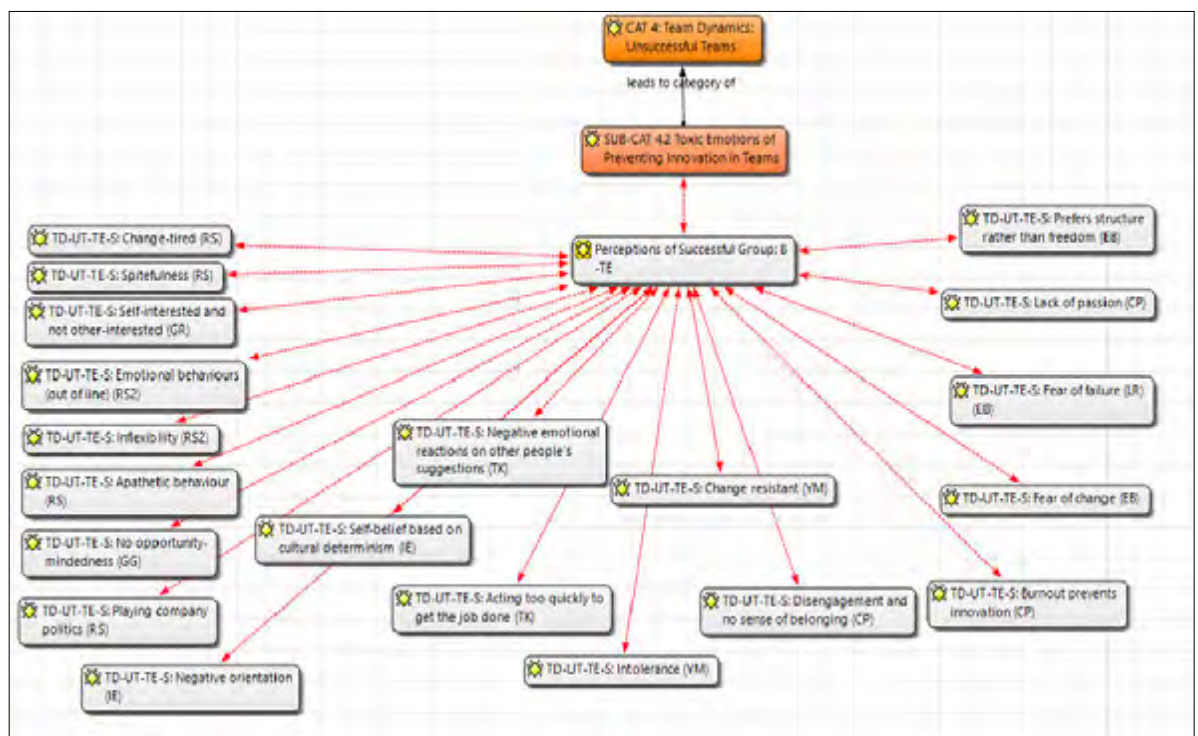
4-4-1: Team Dynamics: Emotional Outlook: International Focus Group: Group B (Successful)



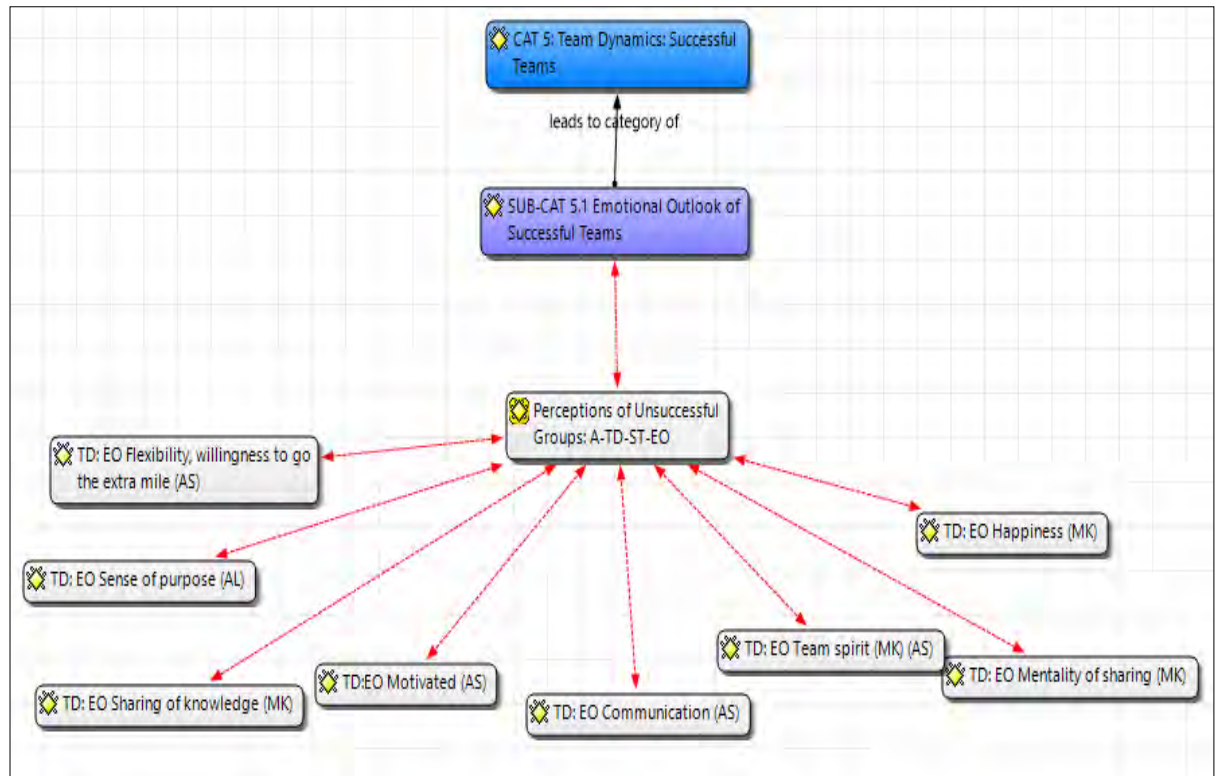
4-4-2: Team Dynamics: Toxic Emotions: International Focus Group: Group A (Unsuccessful)



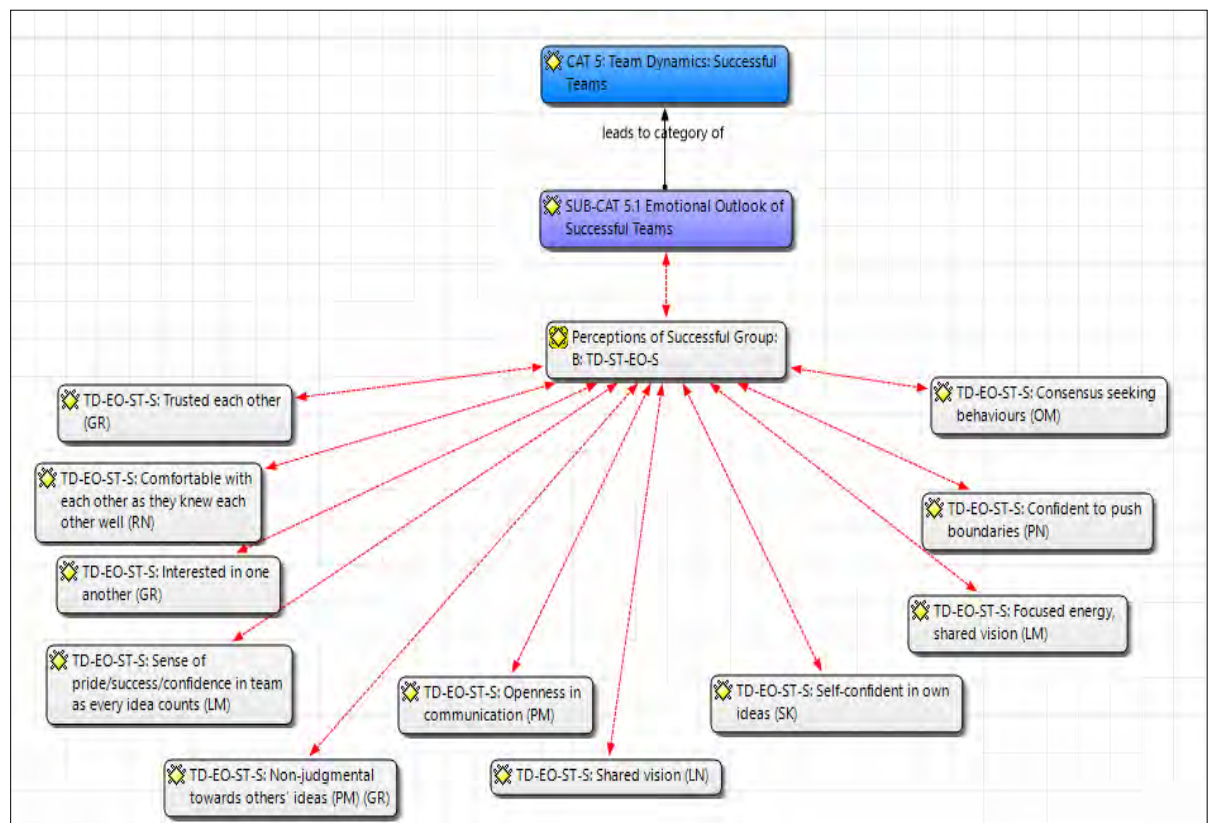
4-4-2: Team Dynamics: Toxic Emotions: International Focus Group: Group B (Successful)



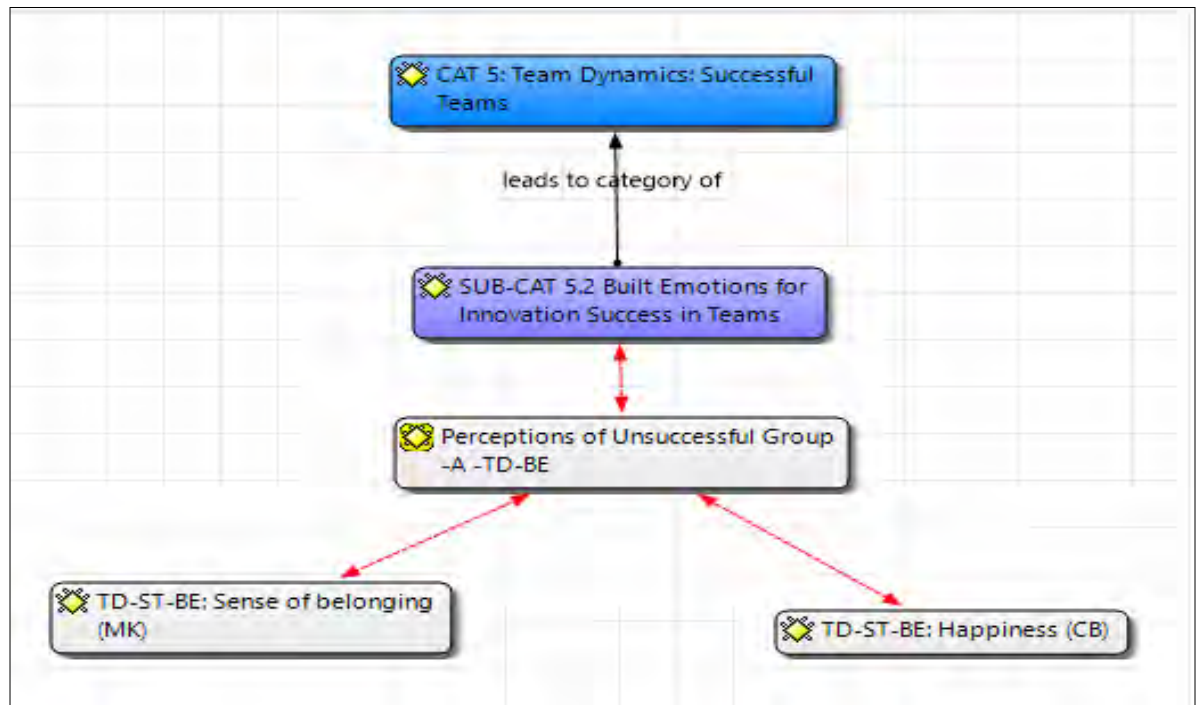
5-5-1: Team Dynamics: EO: International Focus Group: Group A (Unsuccessful)



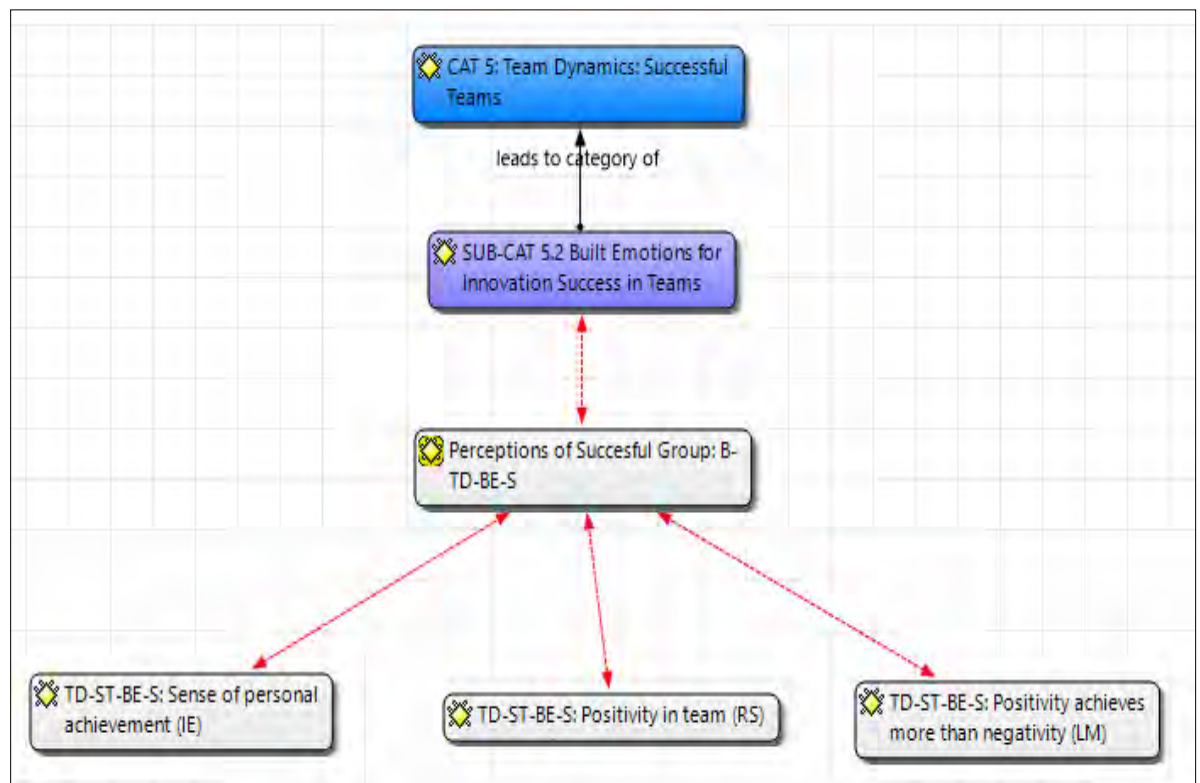
5-5-1: Team Dynamics: EO: International Focus Group: Group B (Successful)



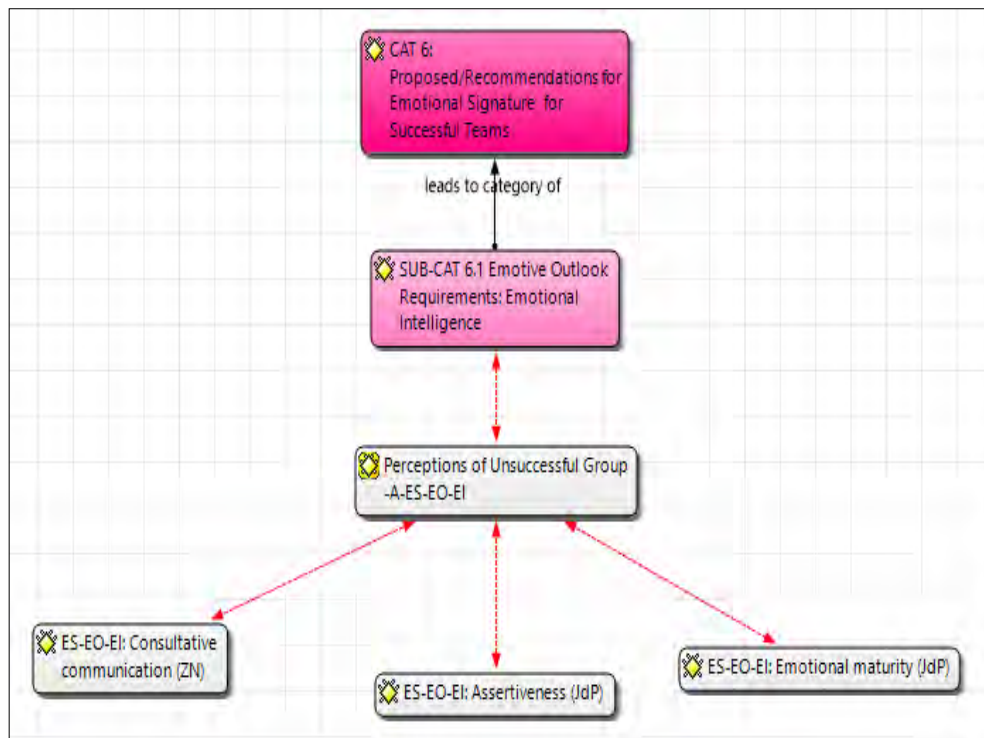
5-5-2: Team Dynamics: Successful Teams: Built Emotions: International Focus Group: Group A (Unsuccessful)



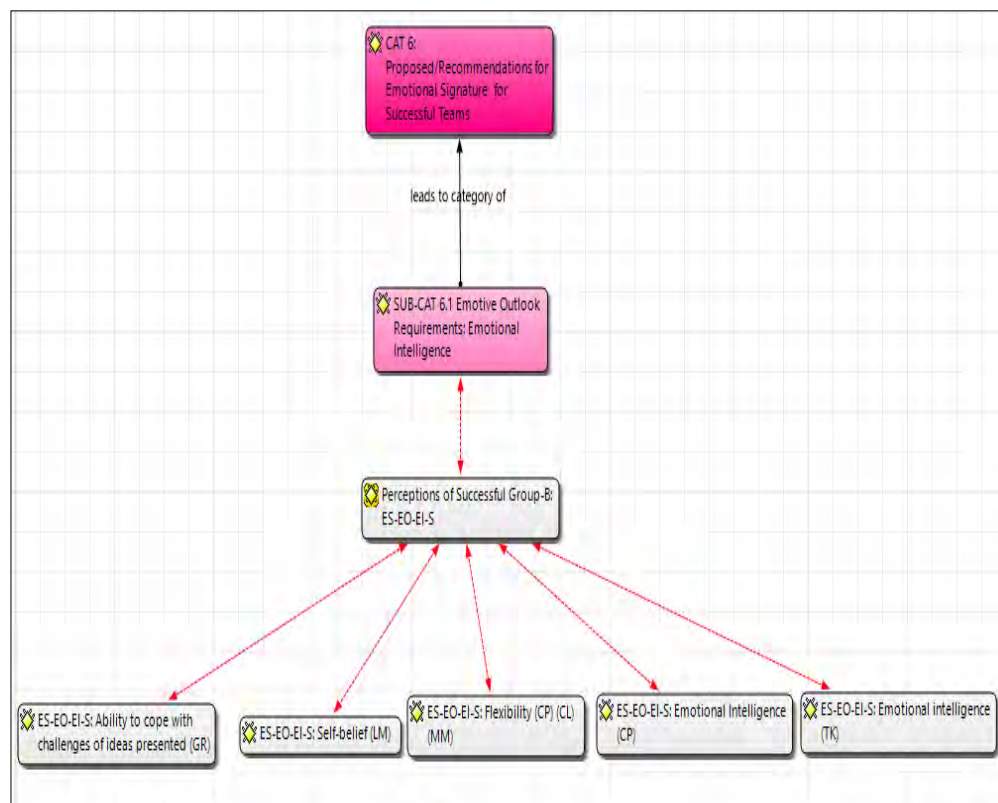
5-5-2: Team Dynamics: Successful Teams: Built Emotions: International Focus Group: Group B (Successful)



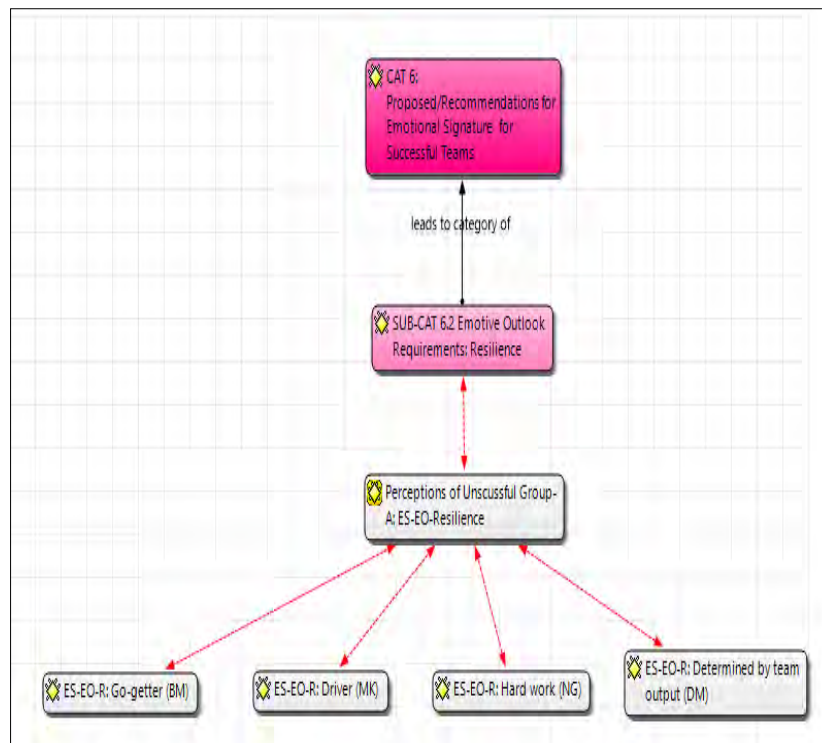
6-6-1: Emotional Signature: EO: Emotional Intelligence: International Focus Group: Group A (Unsuccessful)



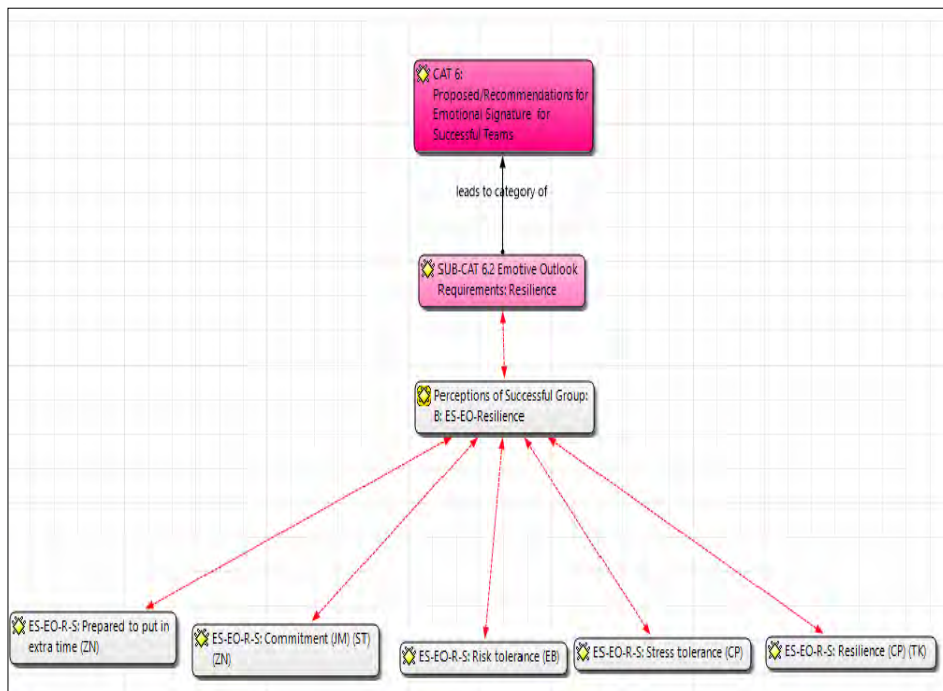
6-6-1: Emotional Signature: EO: Emotional Intelligence: International Focus Group: Group B (Successful)



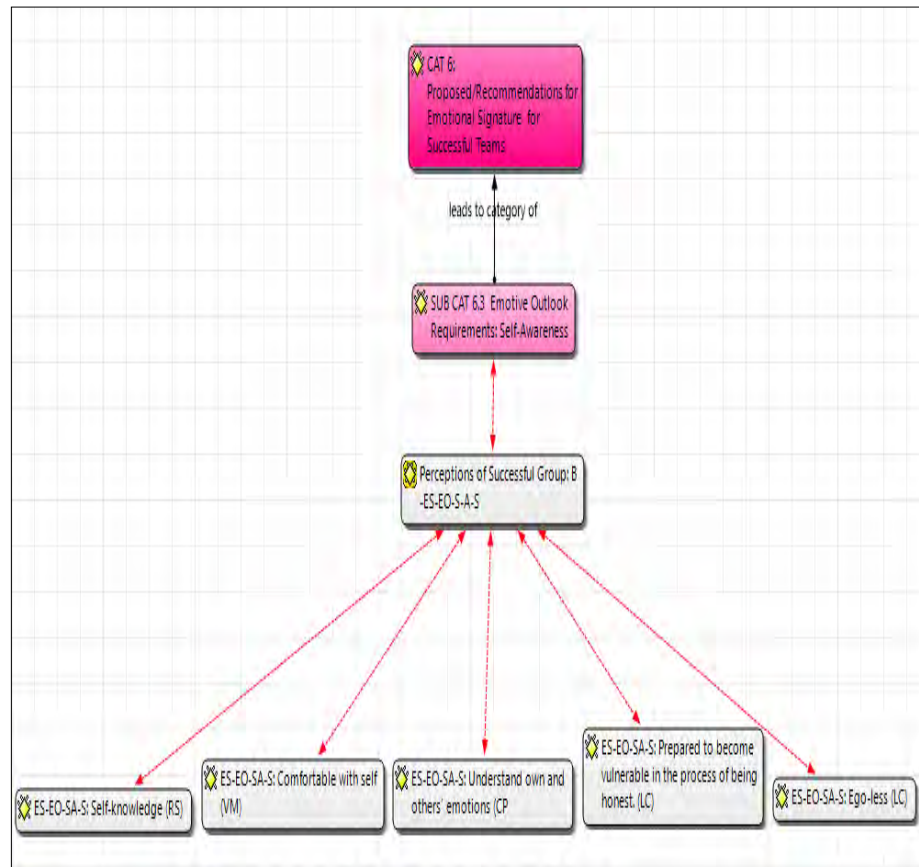
6-6-2: Emotional Signature: EO: Resilience: International Focus Group: Group A (Unsuccessful)



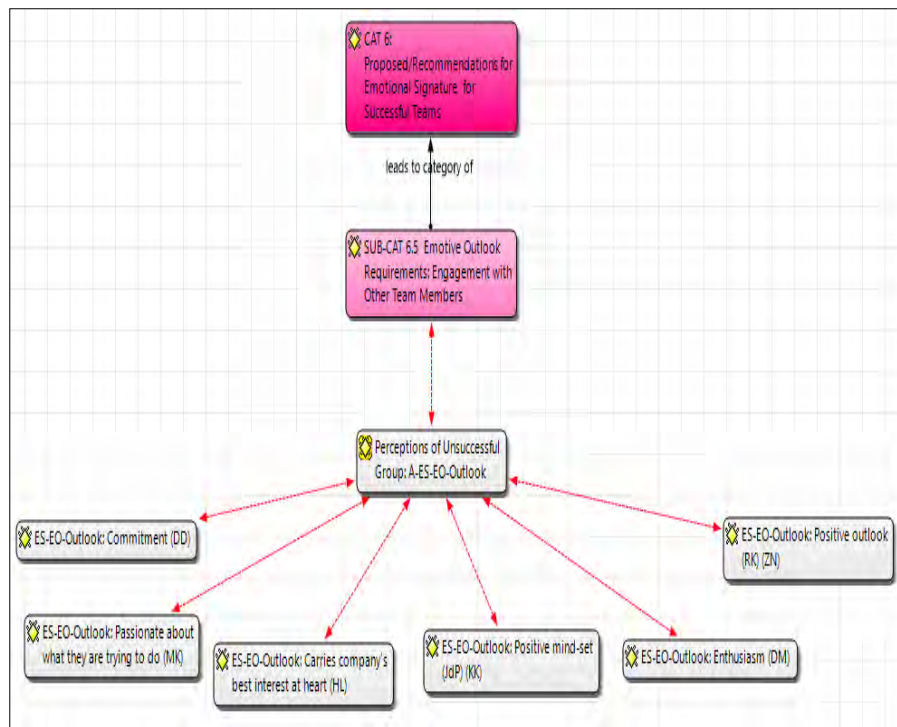
6-6-2: Emotional Signature: EO: Resilience: International Focus Group: Group B (Successful)



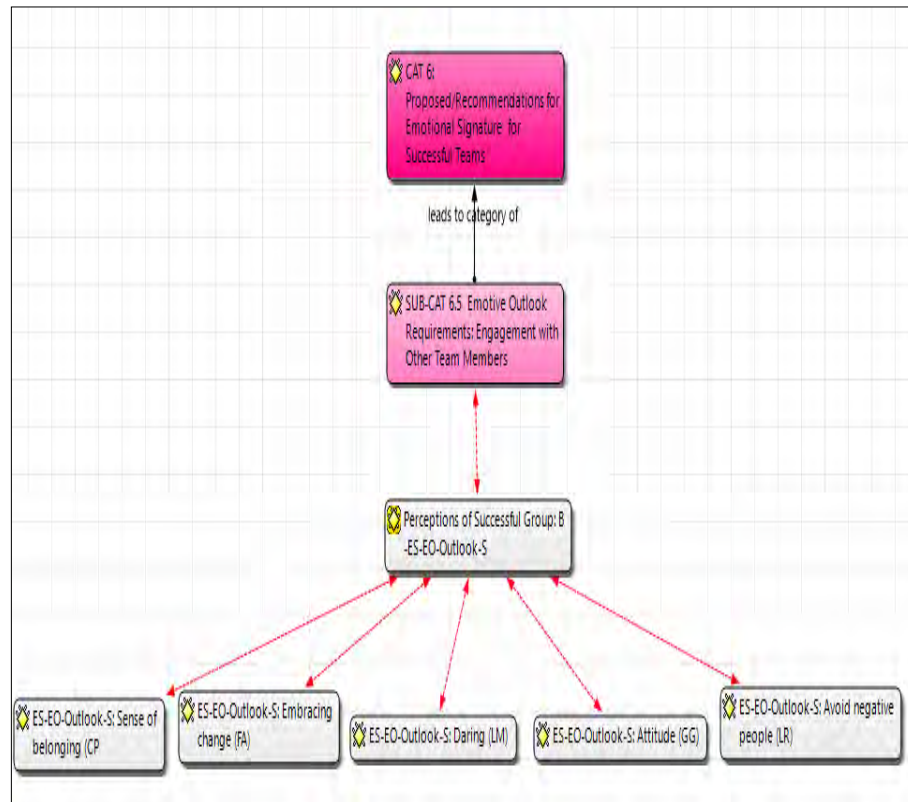
6-6-3: Emotional Signature: EO: Self-Awareness: International Focus Group: Group B (Successful)



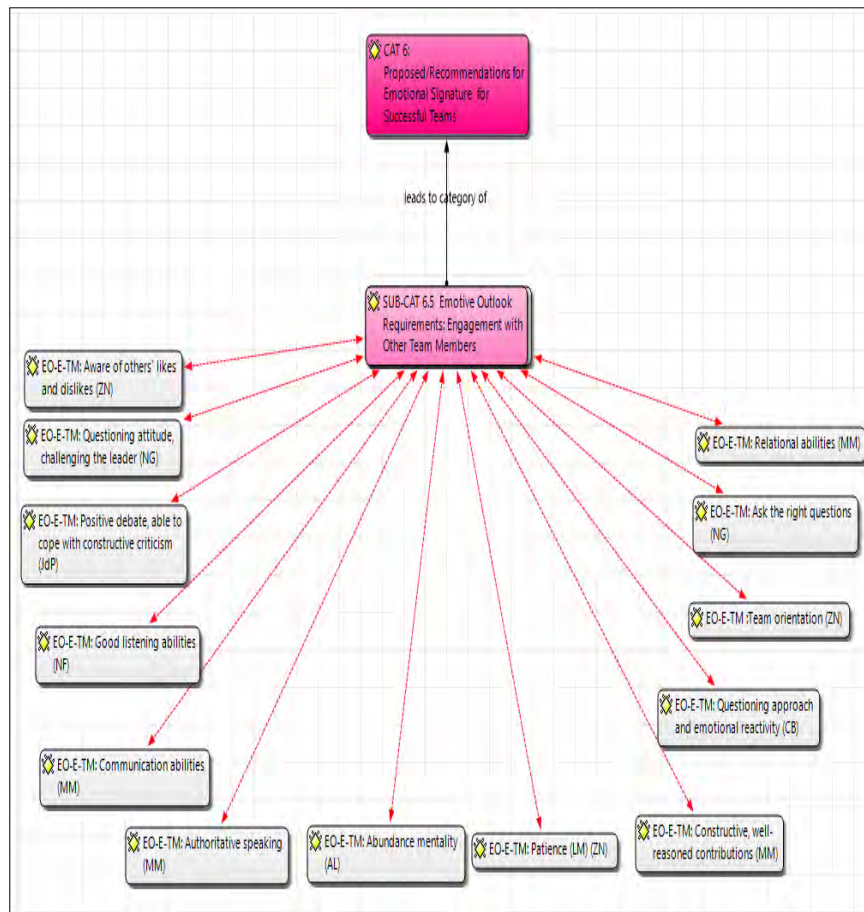
6-6-4: Emotional Signature: EO: Outlook: International Focus Group: Group A (Unsuccessful)



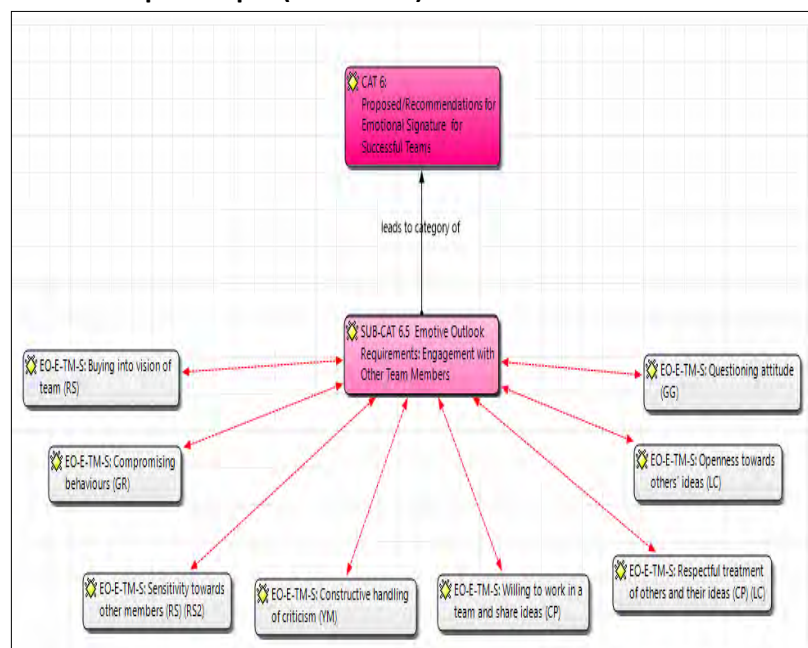
6-6-4: Emotional Signature: EO: Outlook: International Focus Group: Group B (Successful)



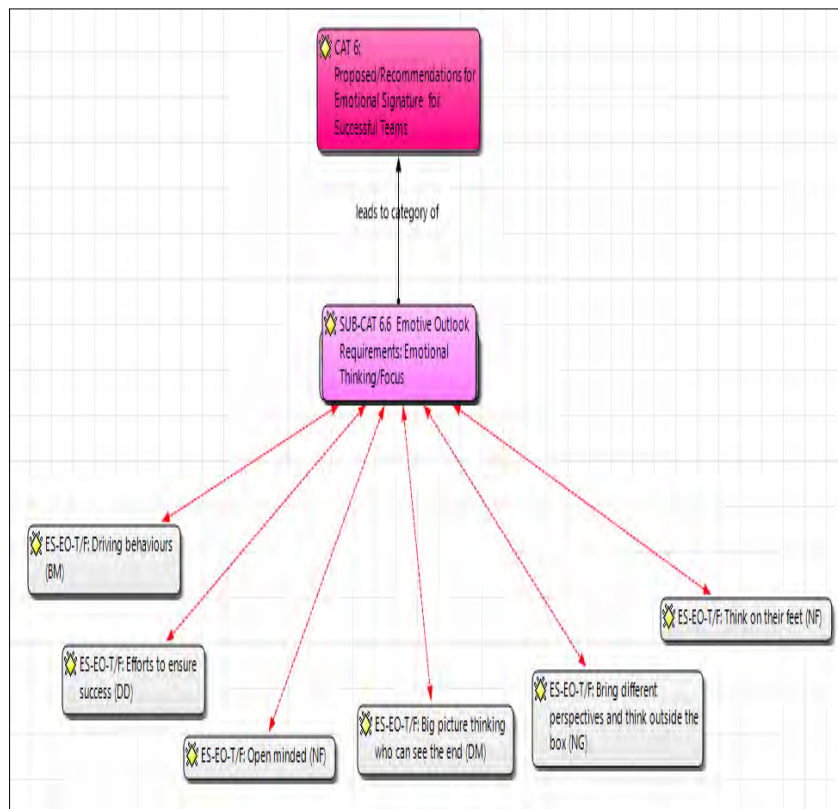
6-6-5: Emotional Signature: EO: Engagement with Other Team Members: International Focus Group: Group A (Unsuccessful)



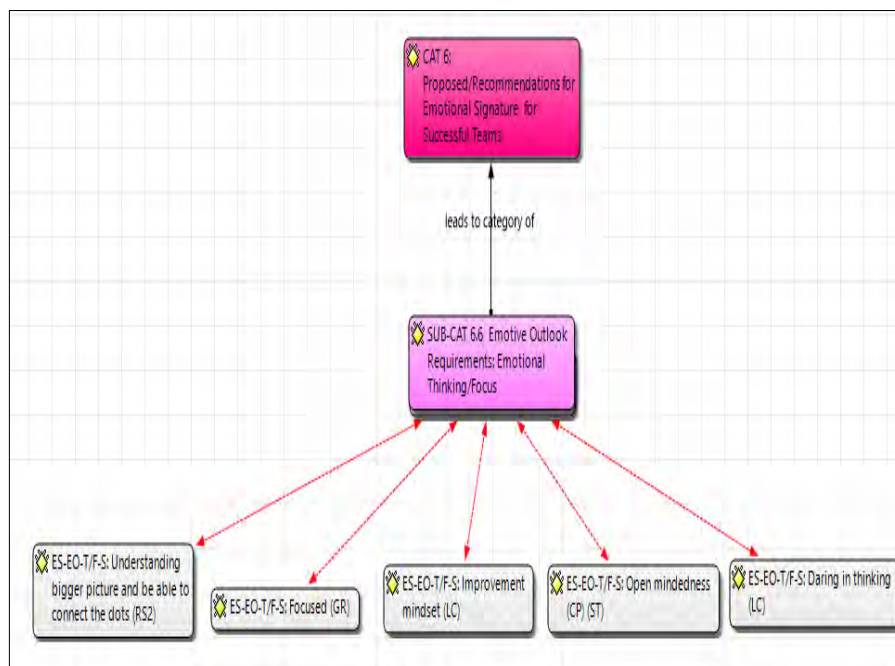
6-6-5: Emotional Signature: EO: Engagement with Other Team Members: International Focus Group: Group B (Successful)



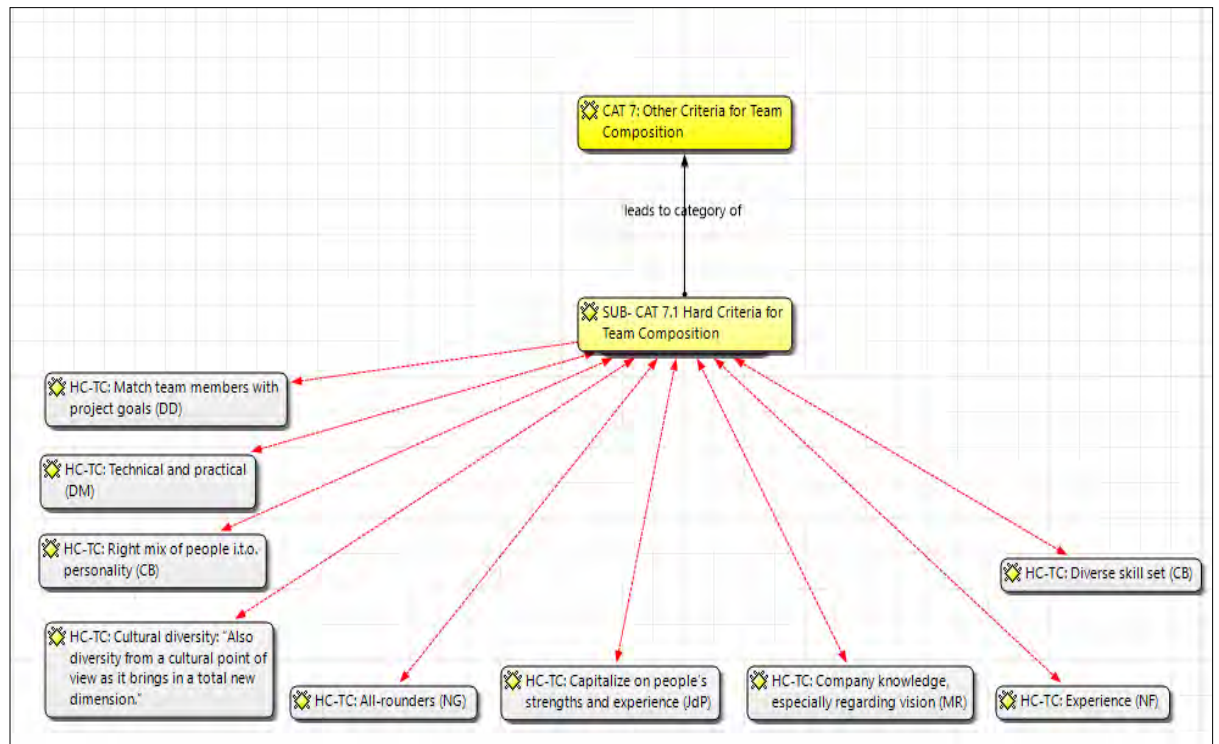
6-6-6: Emotional Signature: EO: Emotional Thinking/Focus: International Focus Group: Group A (Unsuccessful)



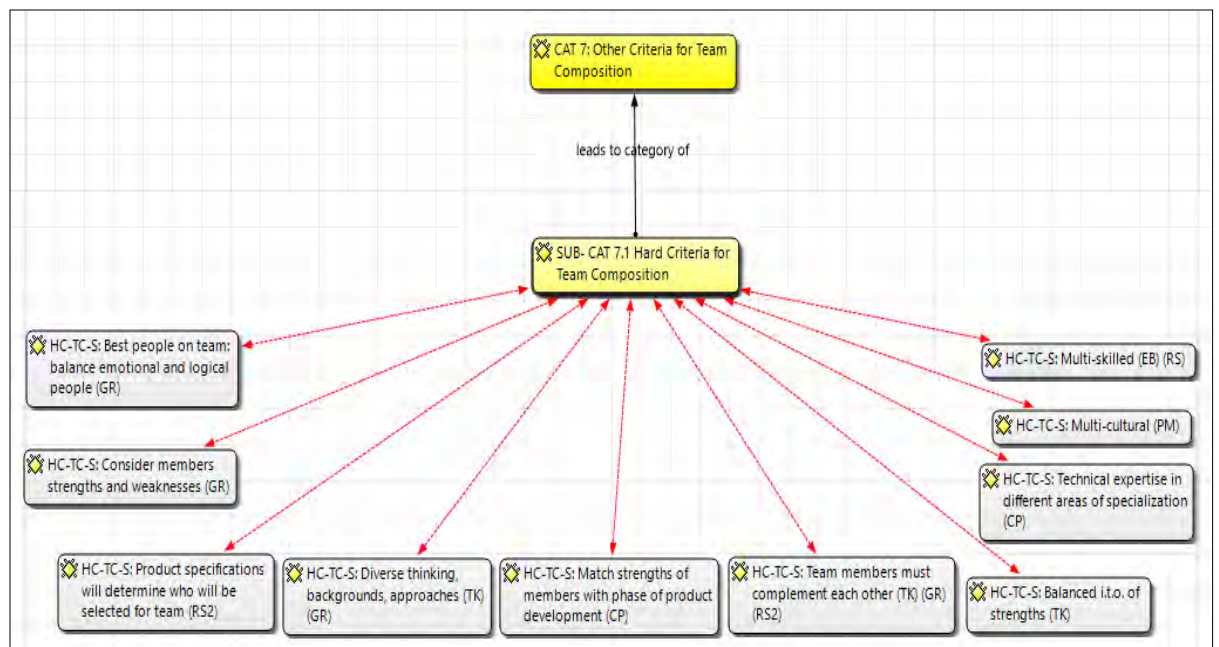
6-6-6: Emotional Signature: EO: Emotional Thinking/Focus: International Focus Group: Group B (Successful)



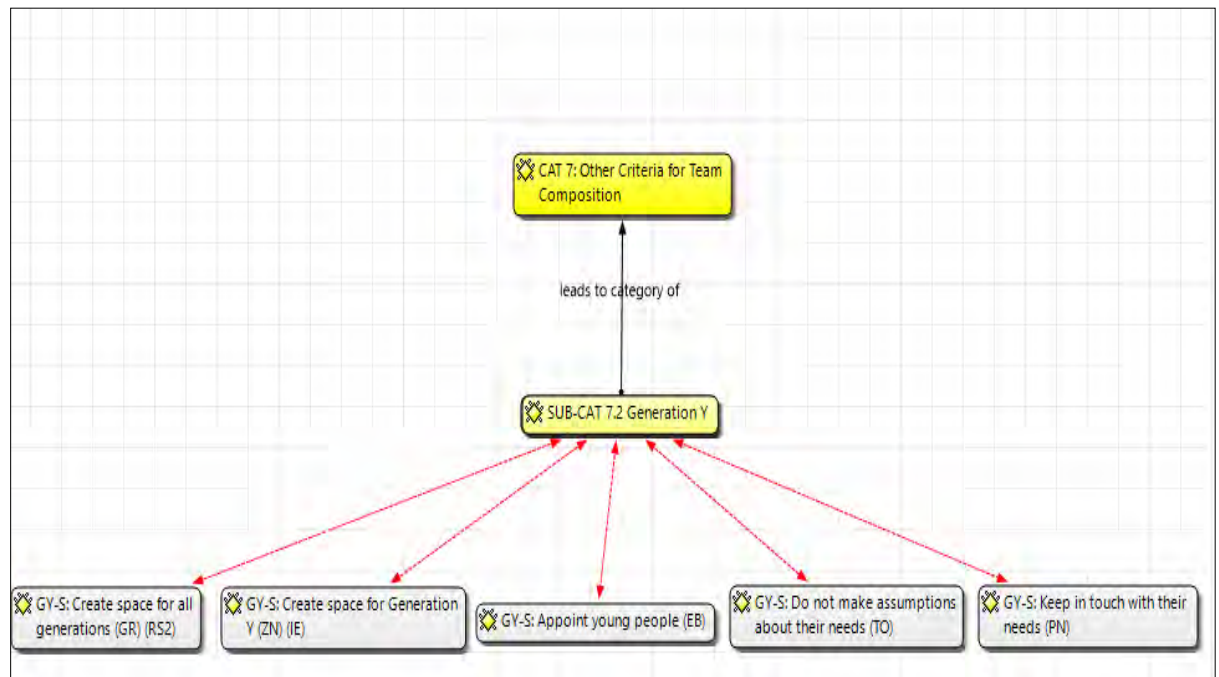
7-7-1: Other Criteria: Hard for Team Composition: International Focus Group: Group A (Unsuccessful)



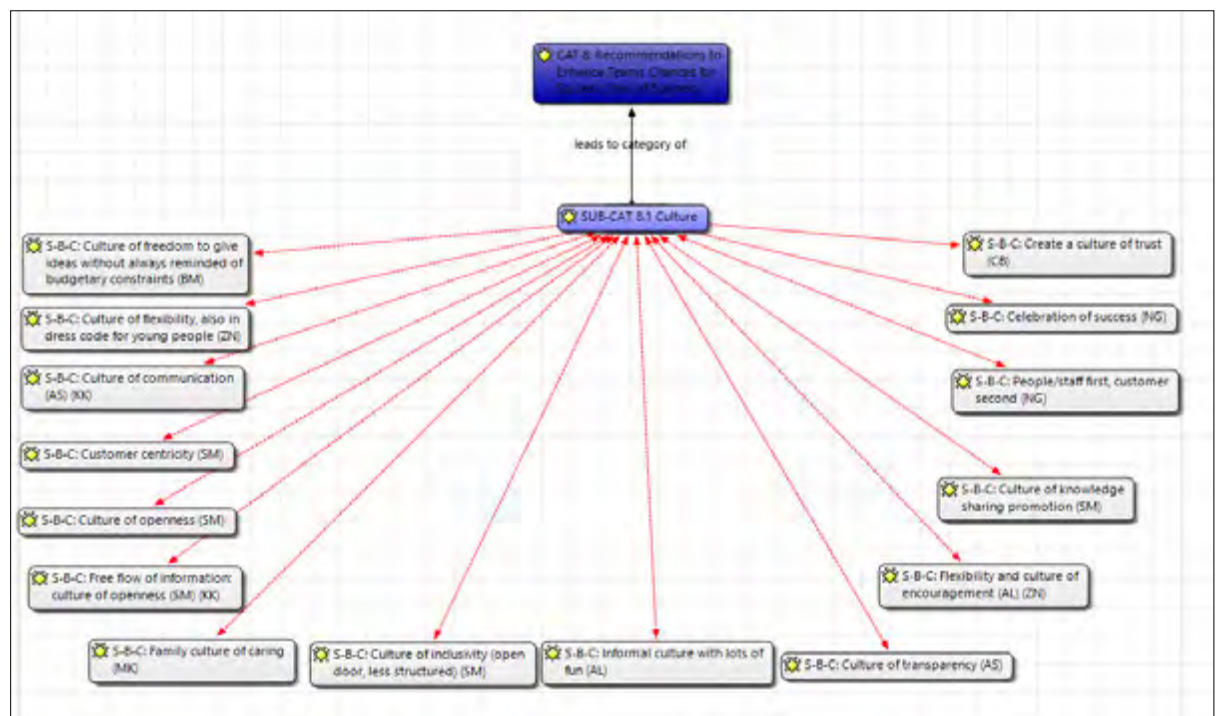
7-7-1: Other Criteria: Hard for Team Composition: International Focus Group: Group B (Successful)



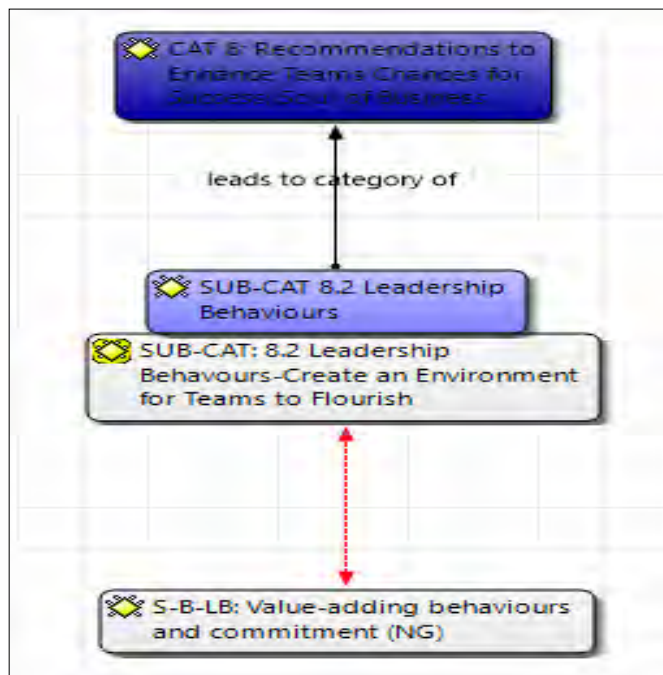
7-7-2: Other Criteria: Generation Y: International Focus Group: Group B (Successful)



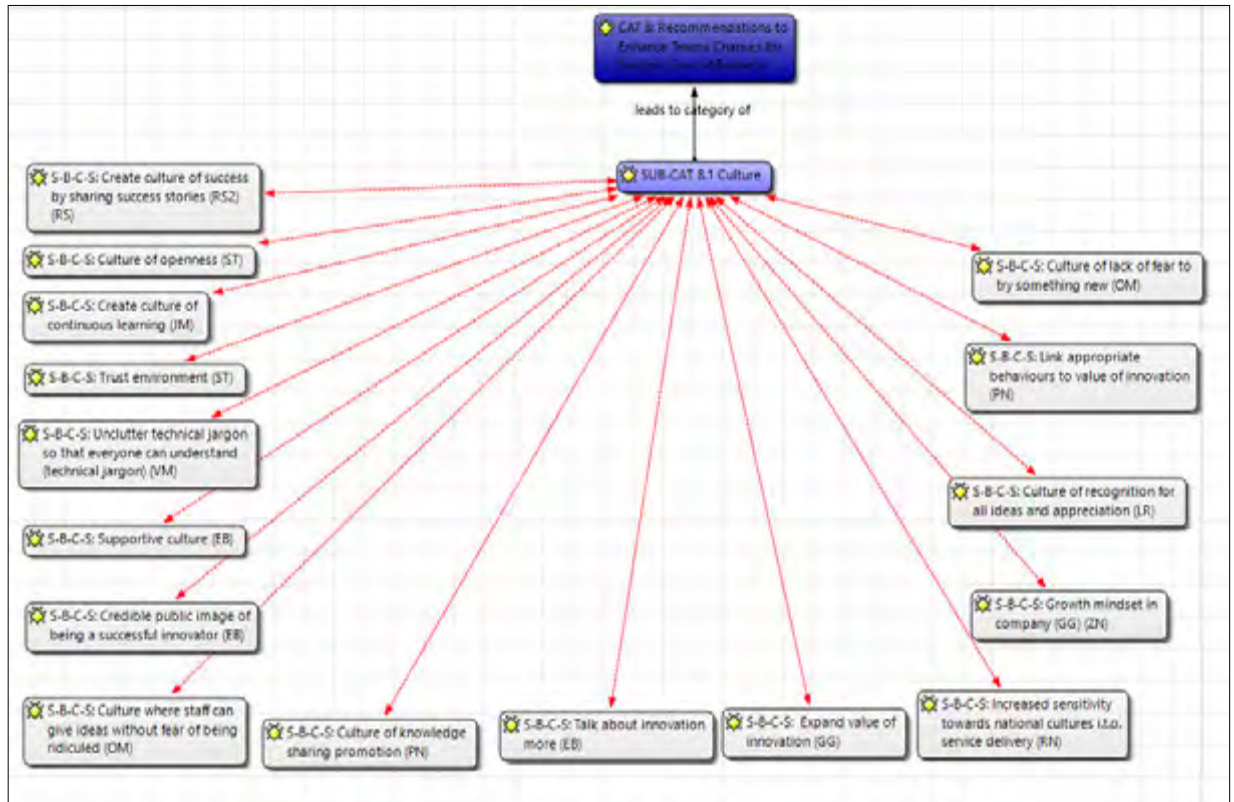
8-8-1: Soul of Biz: Culture: International Focus Group: Group A (Unsuccessful)



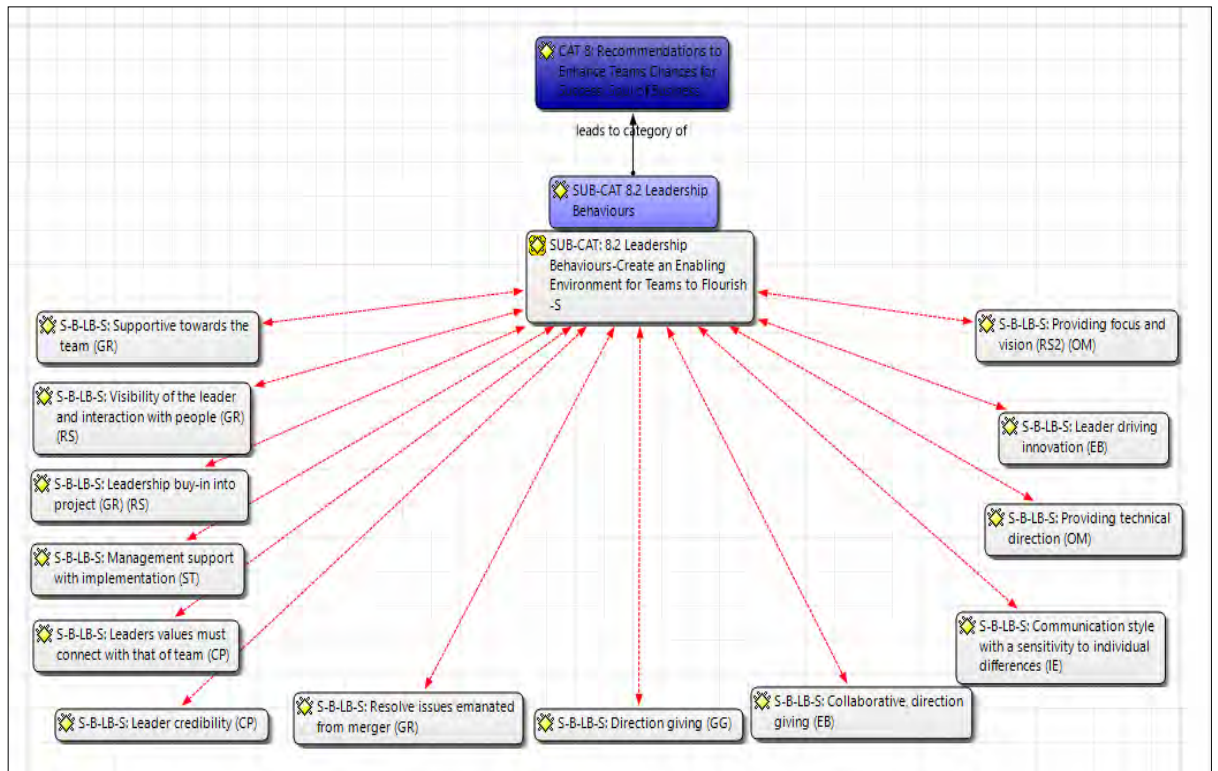
8-8-1: Soul of Biz: Culture: International Focus Group: Group B (Successful)



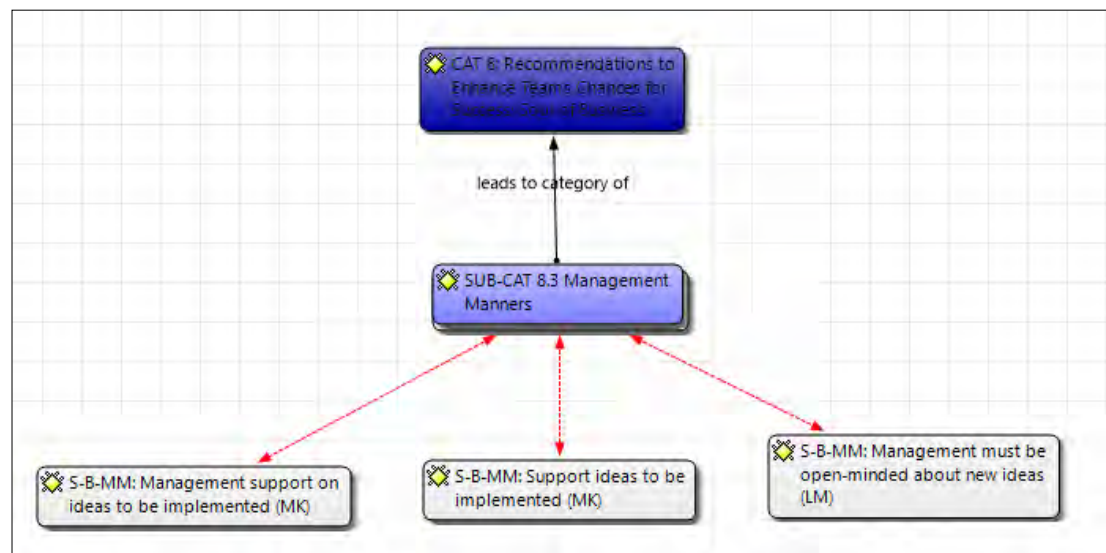
8-8-2: Soul of Biz: Leadership Behaviour: Team Flourish: International Focus Group: Group A (Unsuccessful)



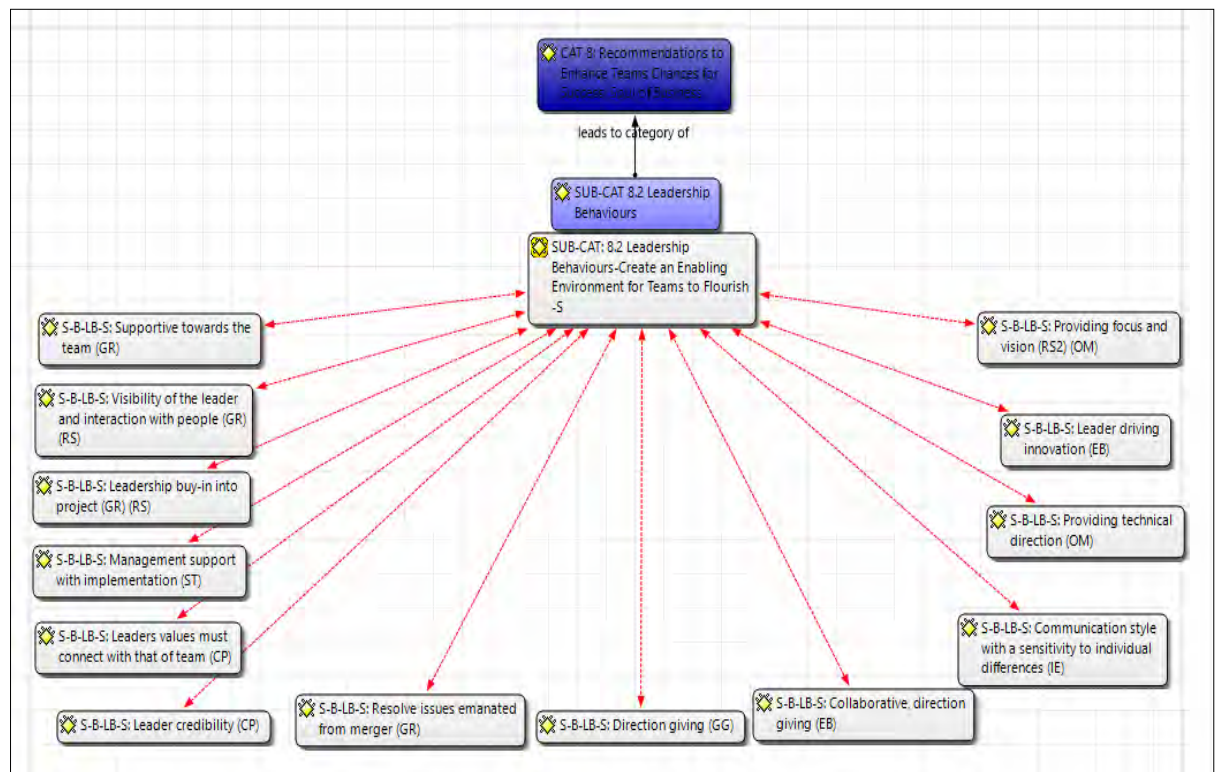
8-8-2: Soul of Biz: Leadership Behaviour: Team Flourish: International Focus Group: Group B (Successful)



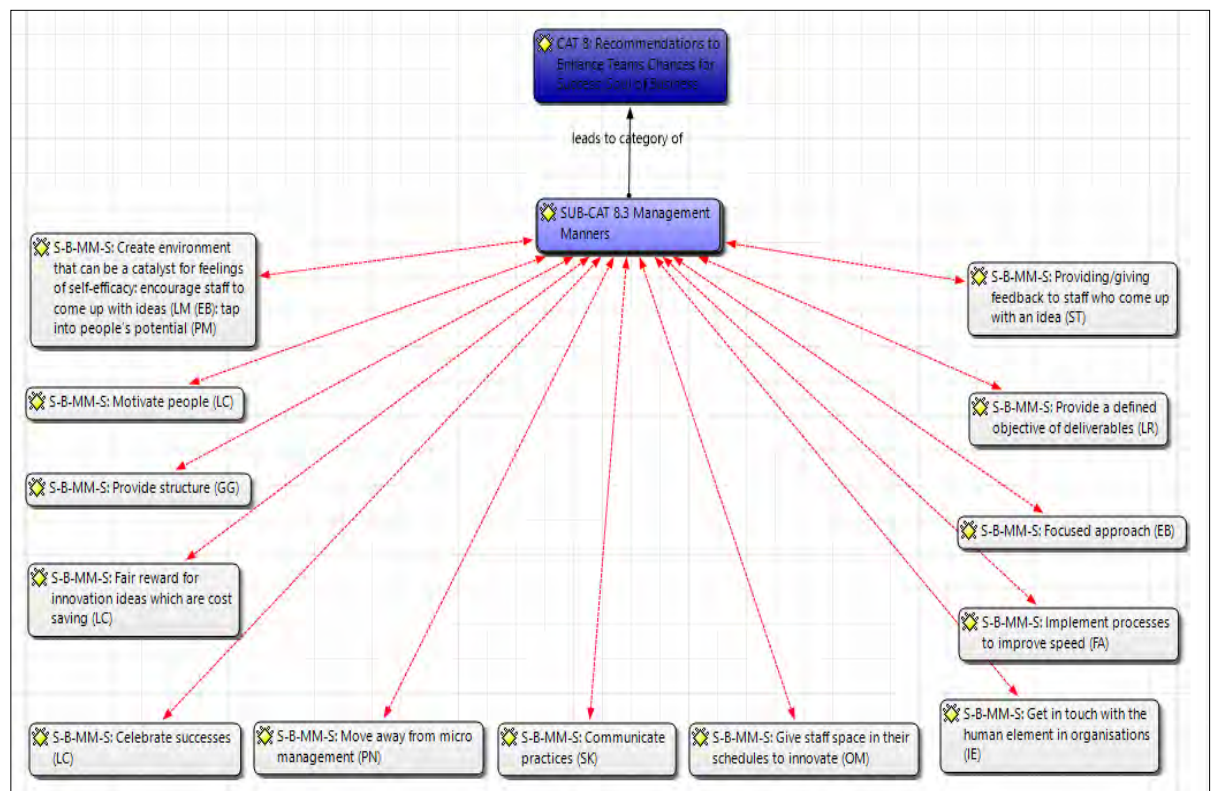
8-8-3: Soul of Biz: Management Manners: International Focus Group: Group A (Unsuccessful)

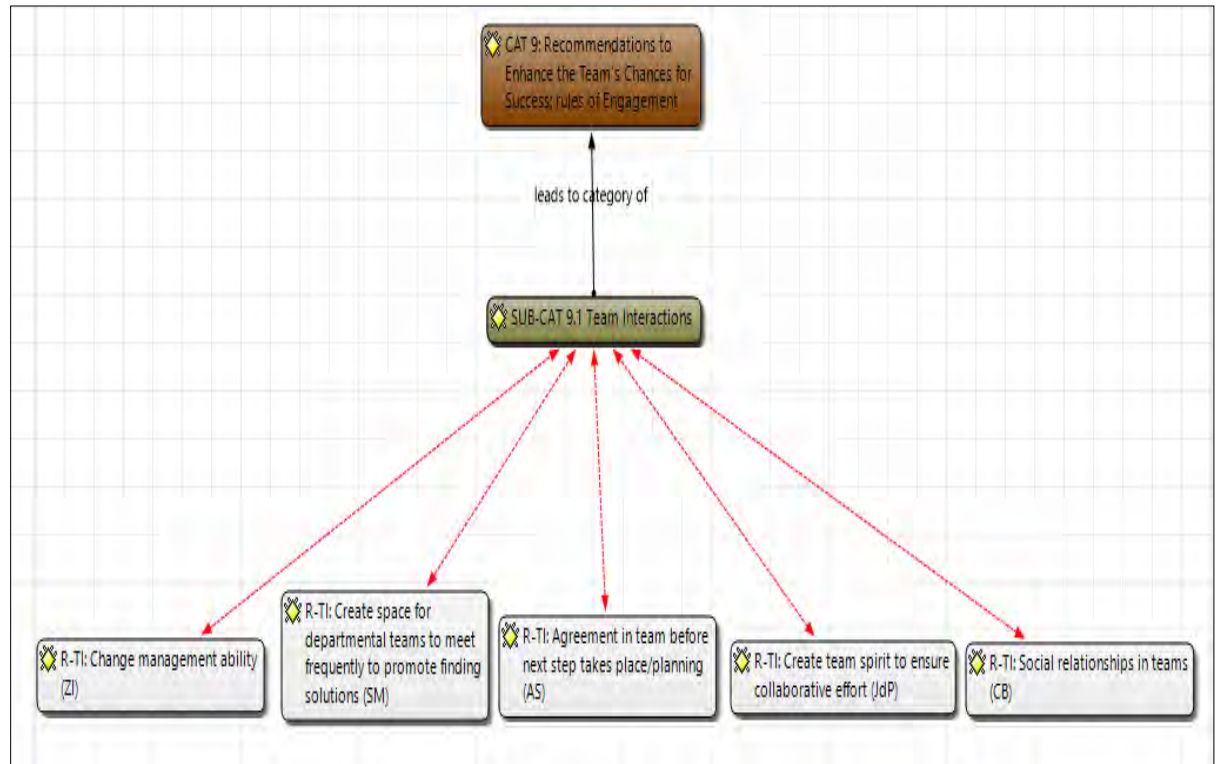


8-8-3: Soul of Biz: Management Manners: International Focus Group: Group B (Successful)

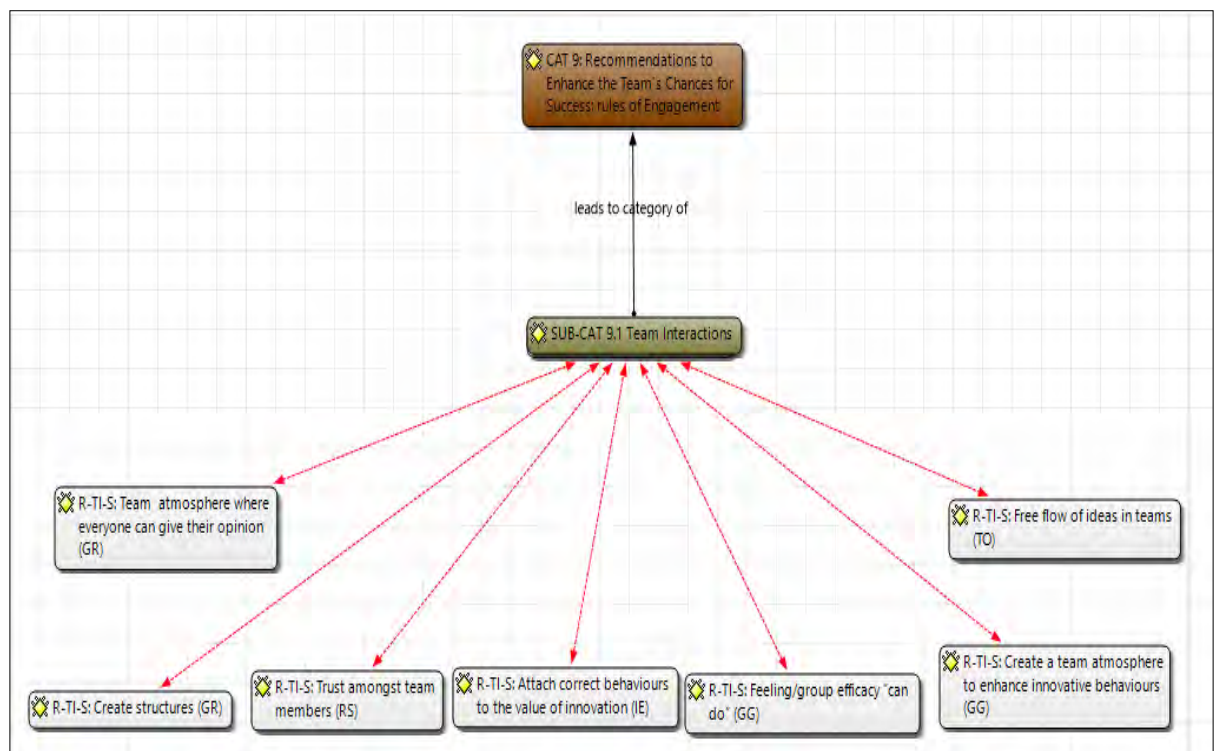


9-9-1: Rules of Engagement: Team Interaction: International Focus Group: Group A (Unsuccessful)

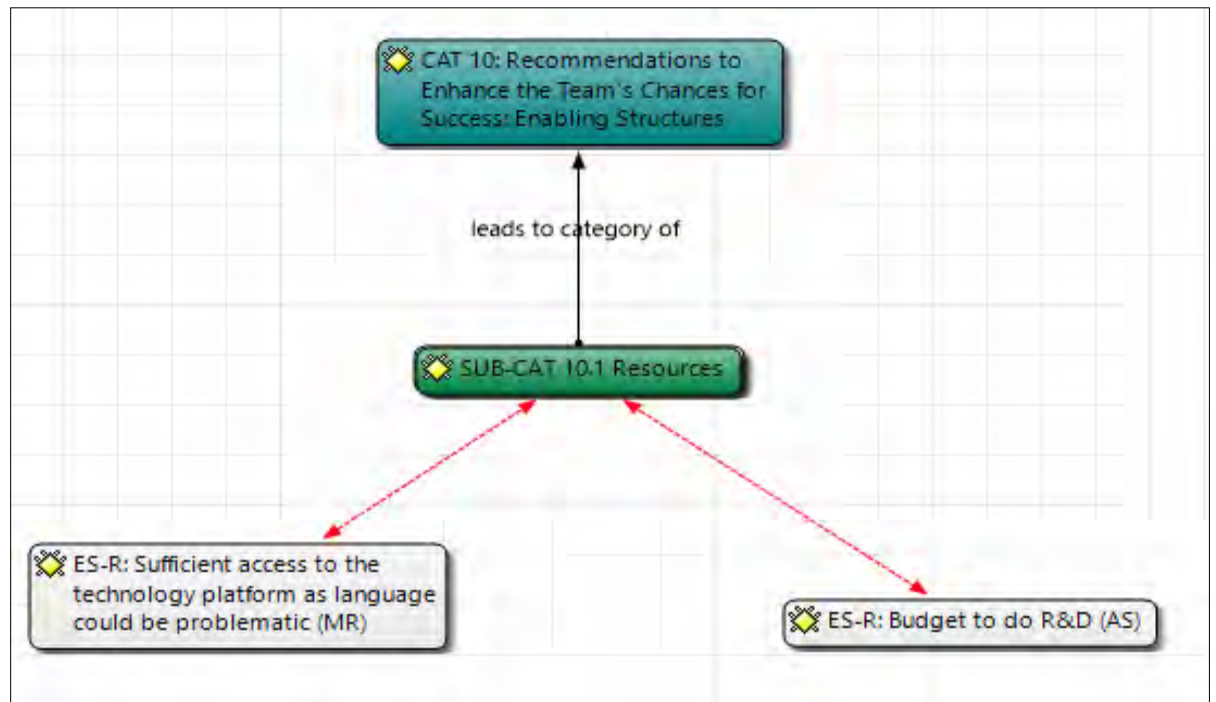




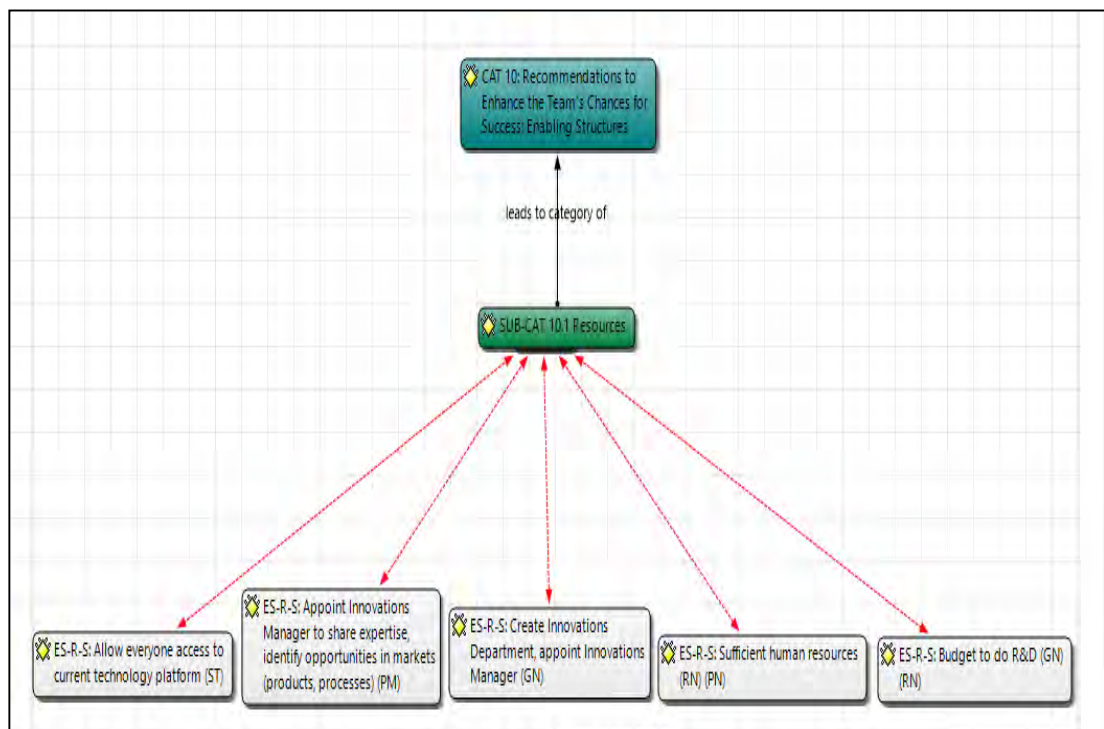
9-9-1: Rules of Engagement: Team Interaction: International Focus Group: Group B (Successful)



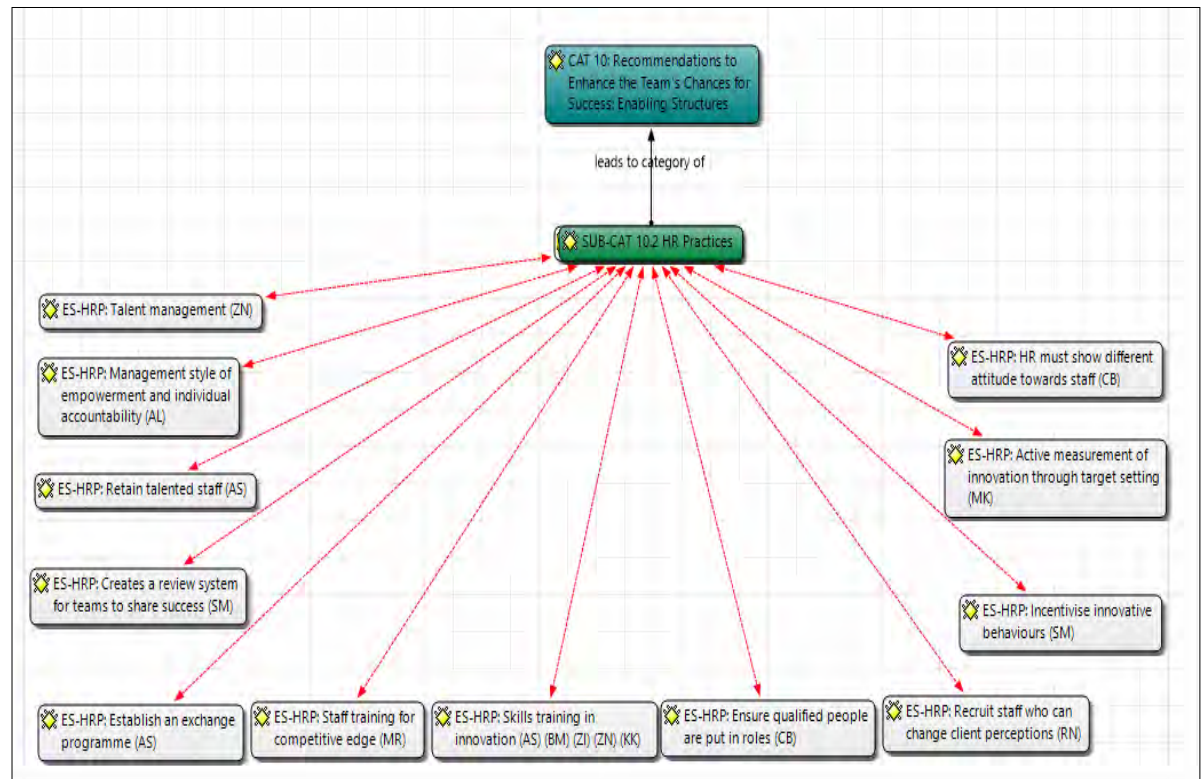
10-10-1: Enabling Structures: Resources: International Focus Group: Group A (Unsuccessful)



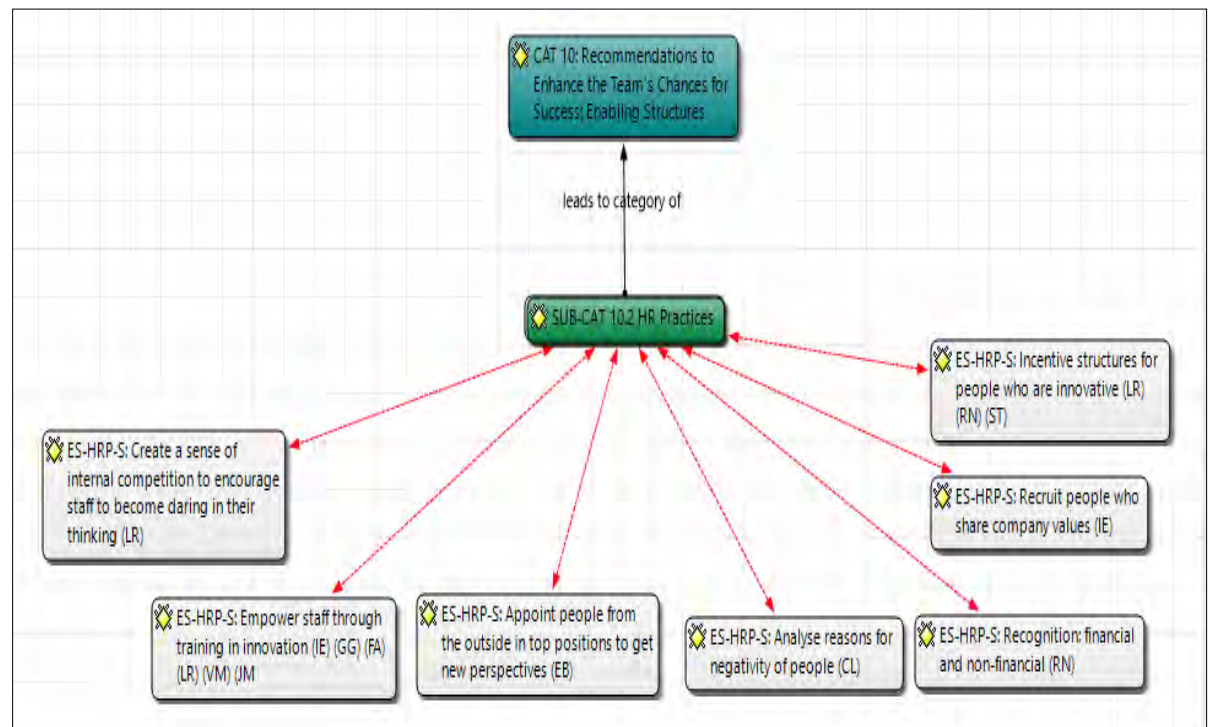
10-10-1: Enabling Structures: Resources: International Focus Group: Group B (Successful)



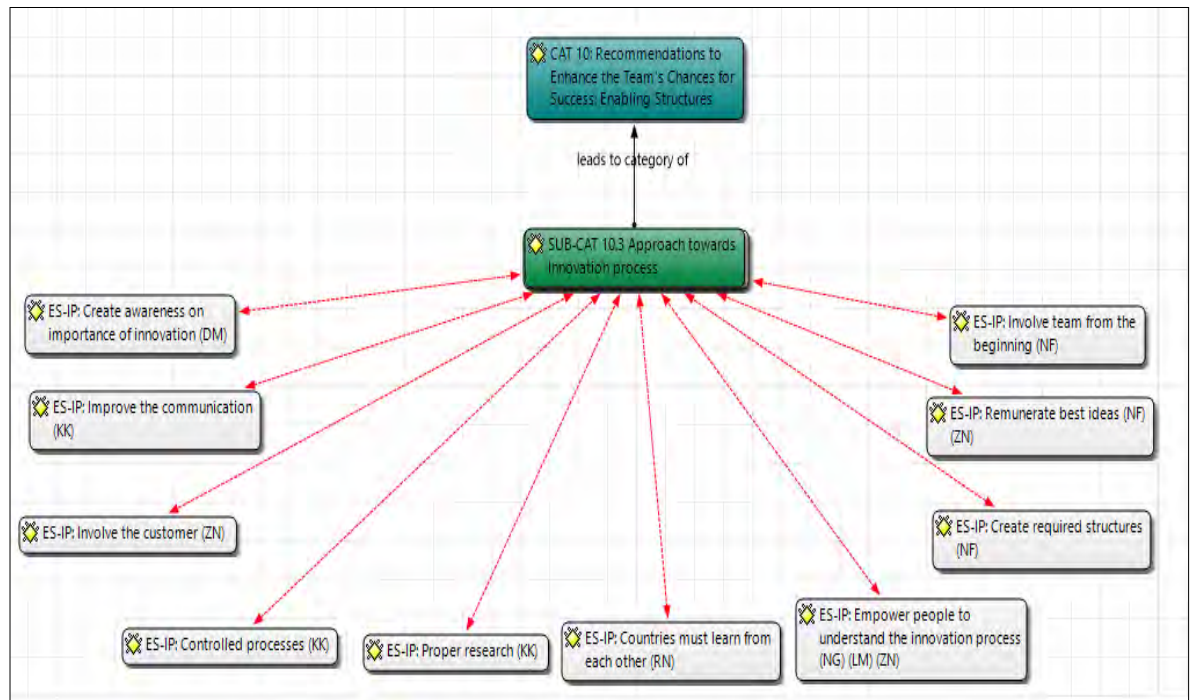
10-10-2: Enabling Structures: HR Practices: International Focus Group: Group A (Unsuccessful)



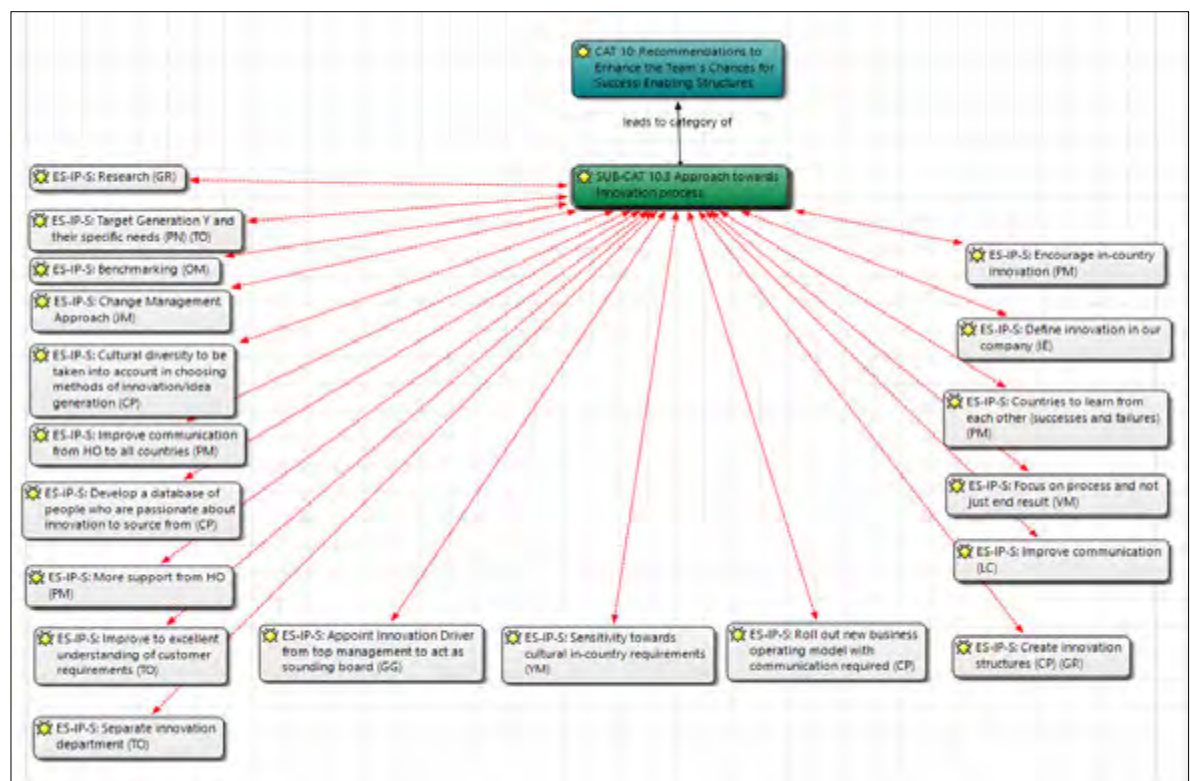
10-10-2: Enabling Structures: HR Practices: International Focus Group: Group B (Successful)



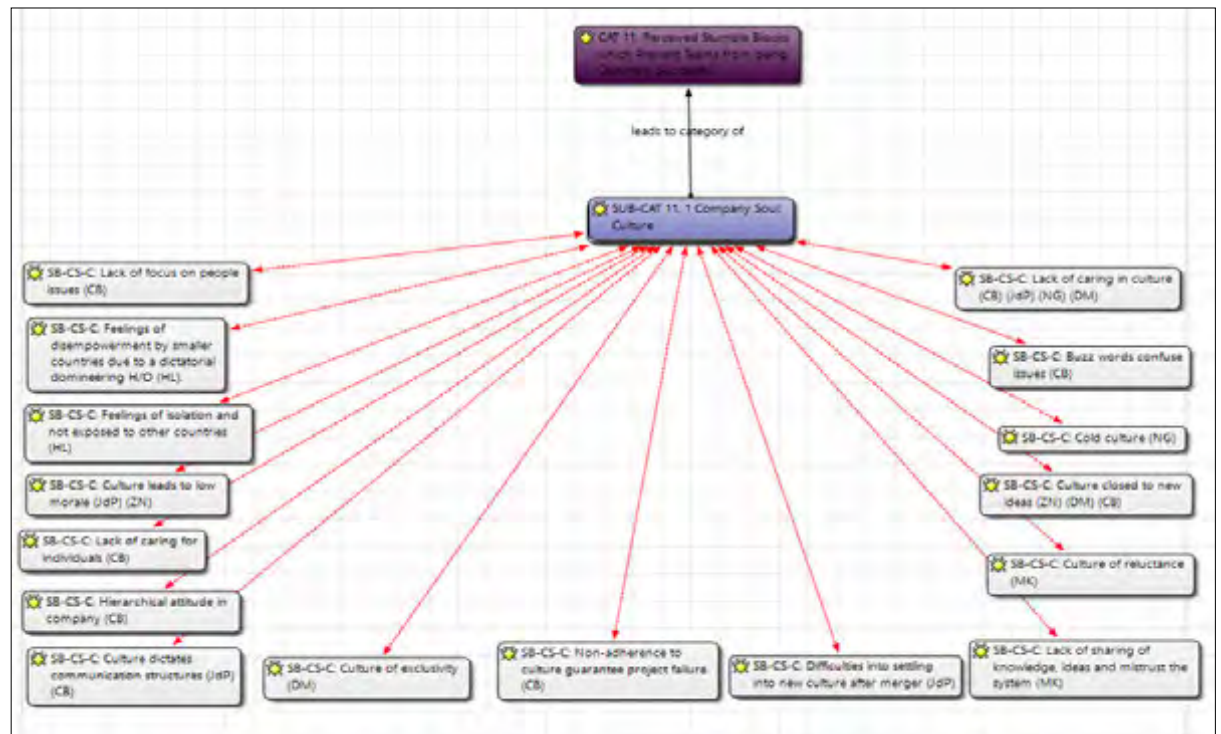
10-10-3: Enabling Structures: Innovation Process: International Focus Group: Group A (Unsuccessful)



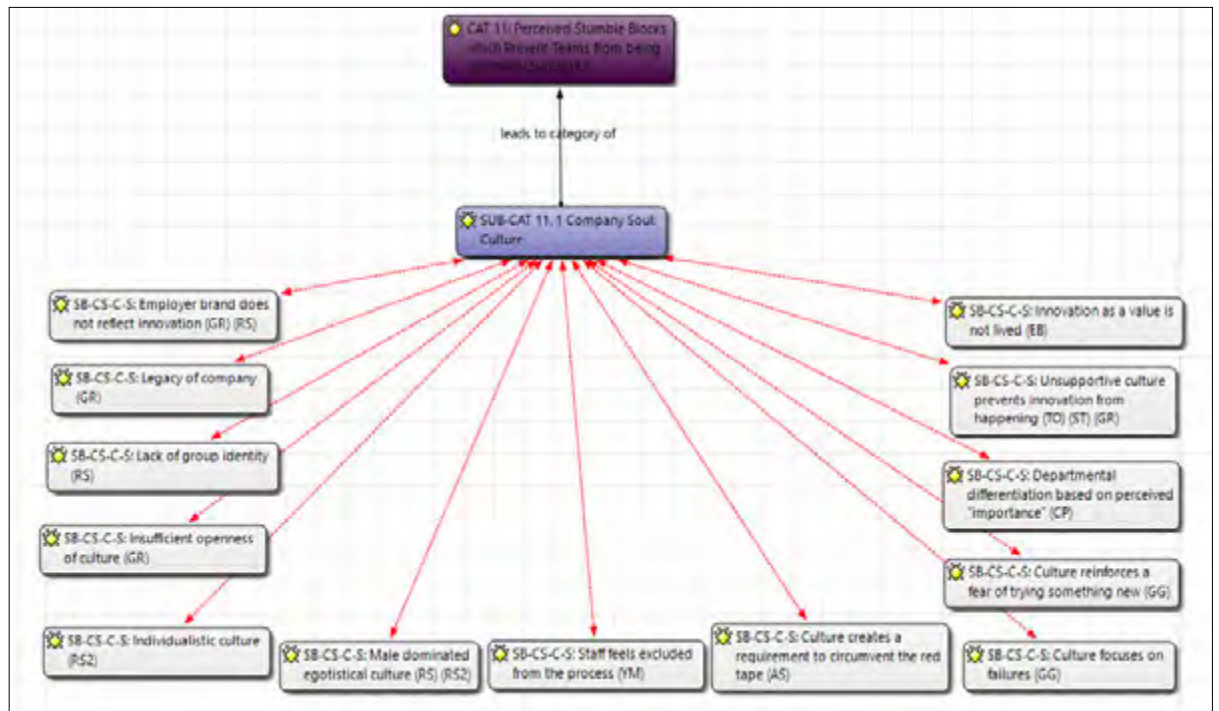
10-10-3: Enabling Structures: Innovation Process: International Focus Group: Group B (Successful)



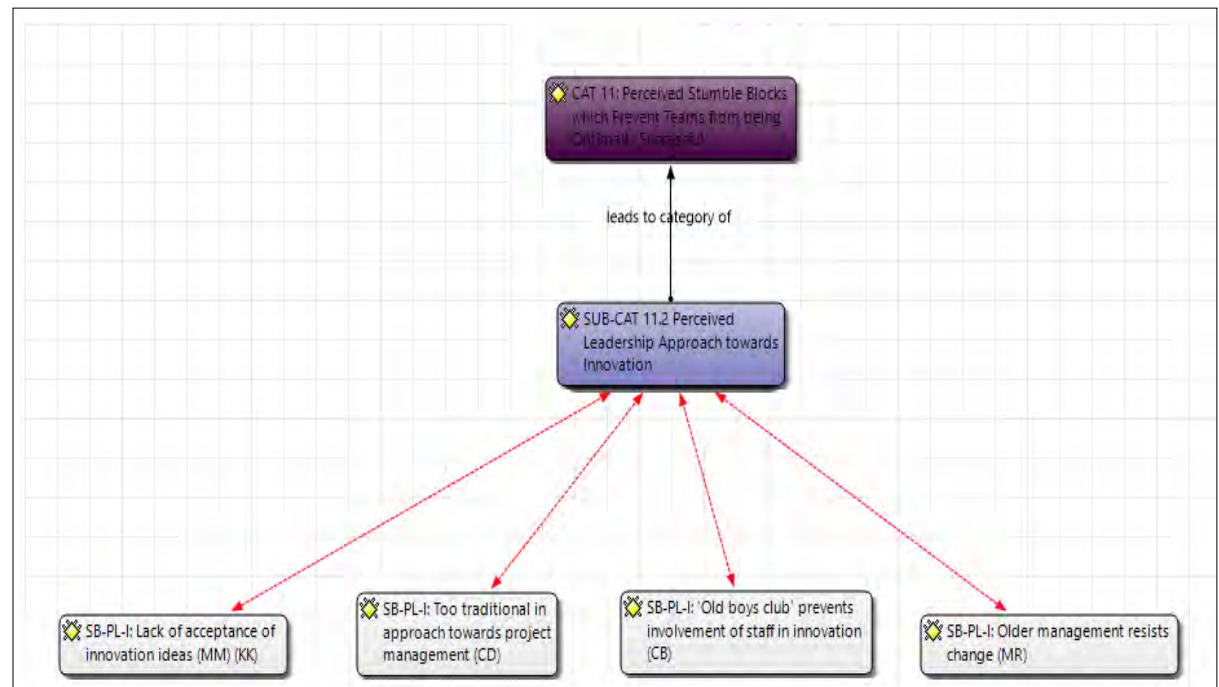
11-11-1: Company Soul: Culture: International Focus Group: Group A (Unsuccessful)



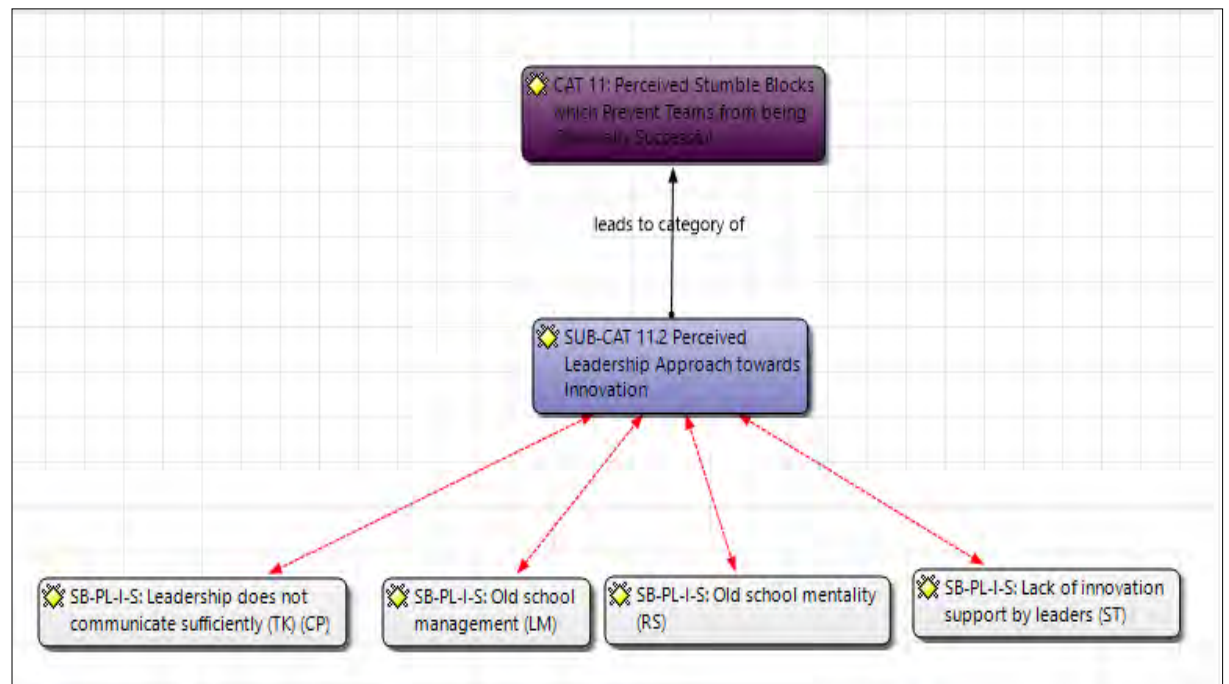
11-11-1: Company Soul: Culture: International Focus Group: Group B (Successful)



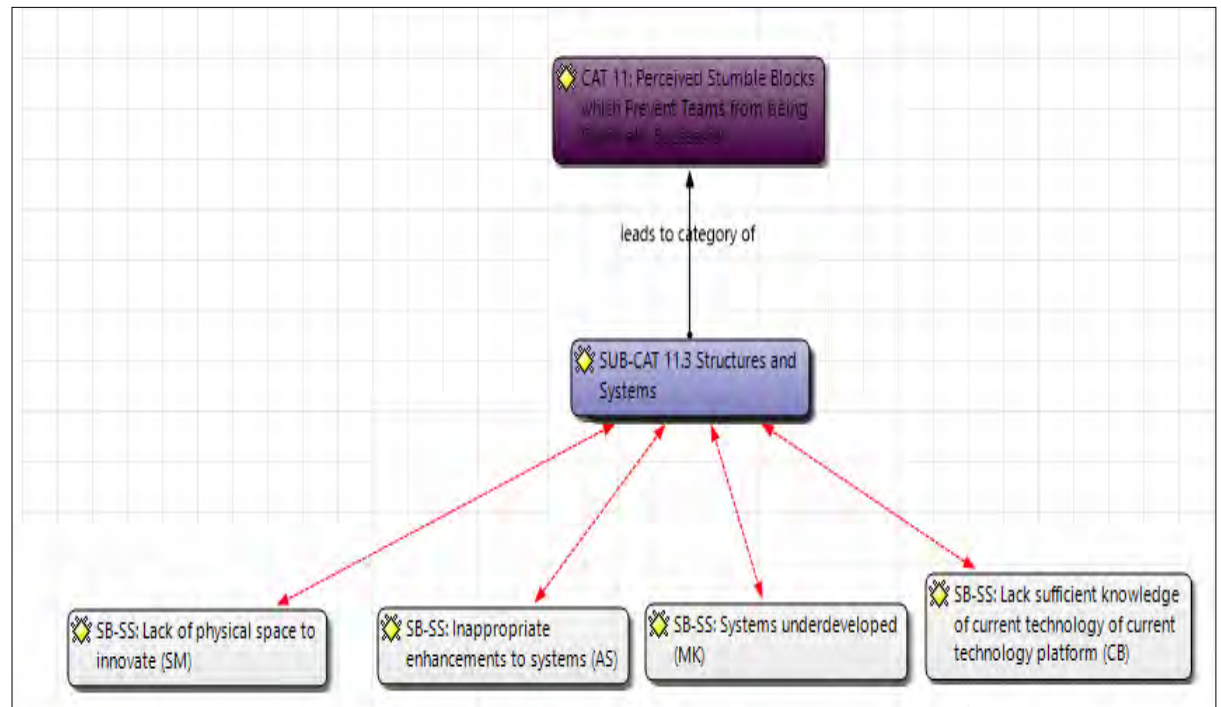
11-11-2: Perceived Leadership Approach: Innovation: International Focus Group: Group A (Unsuccessful)



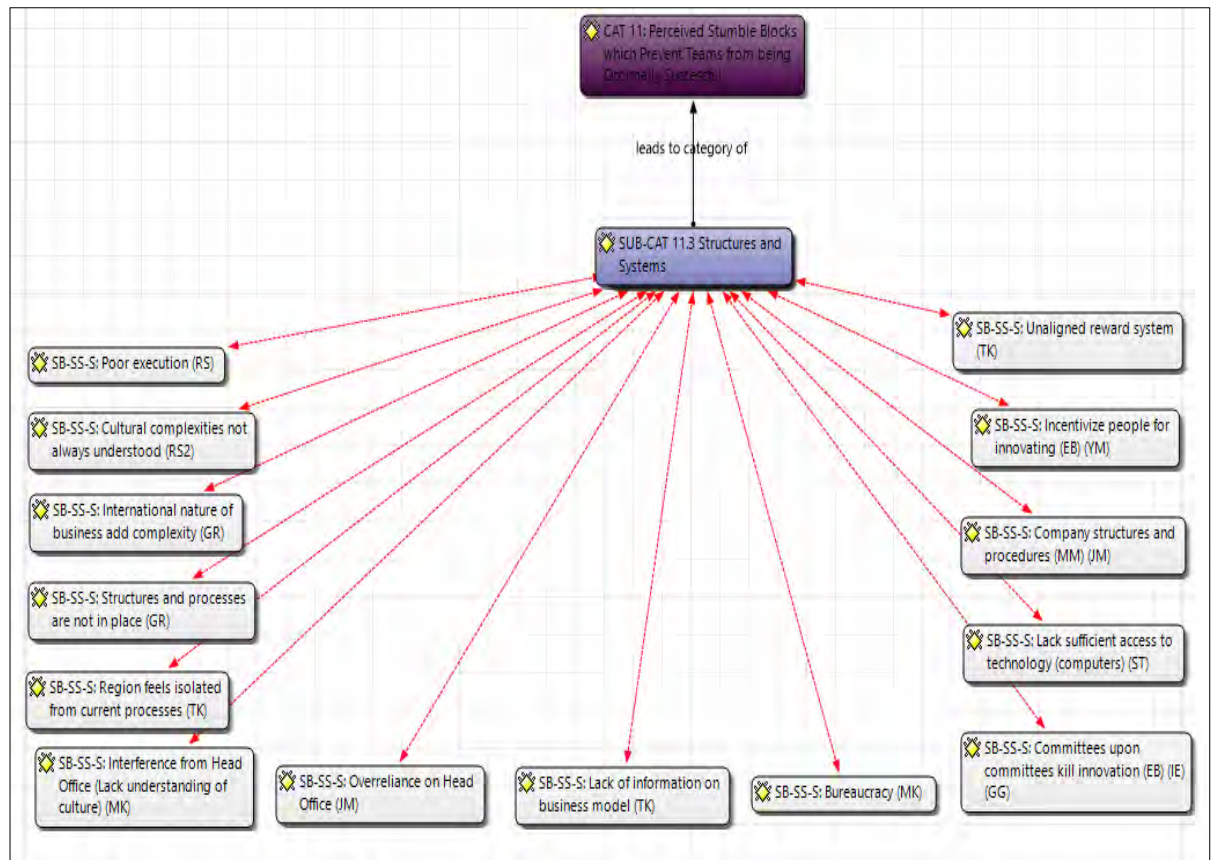
11-11-2: Perceived Leadership Approach: Innovation: International Focus Group: Group B (Successful)



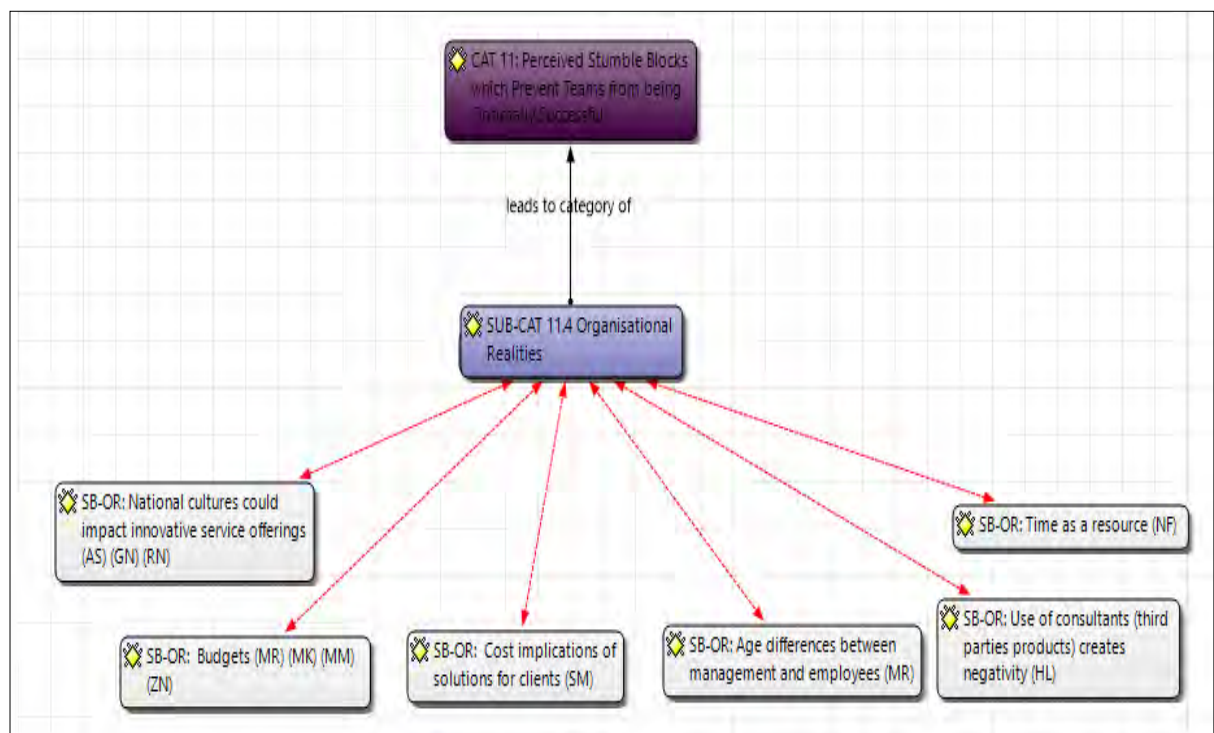
11-11-3: Systems and Structures: International Focus Group: Group A (Unsuccessful)



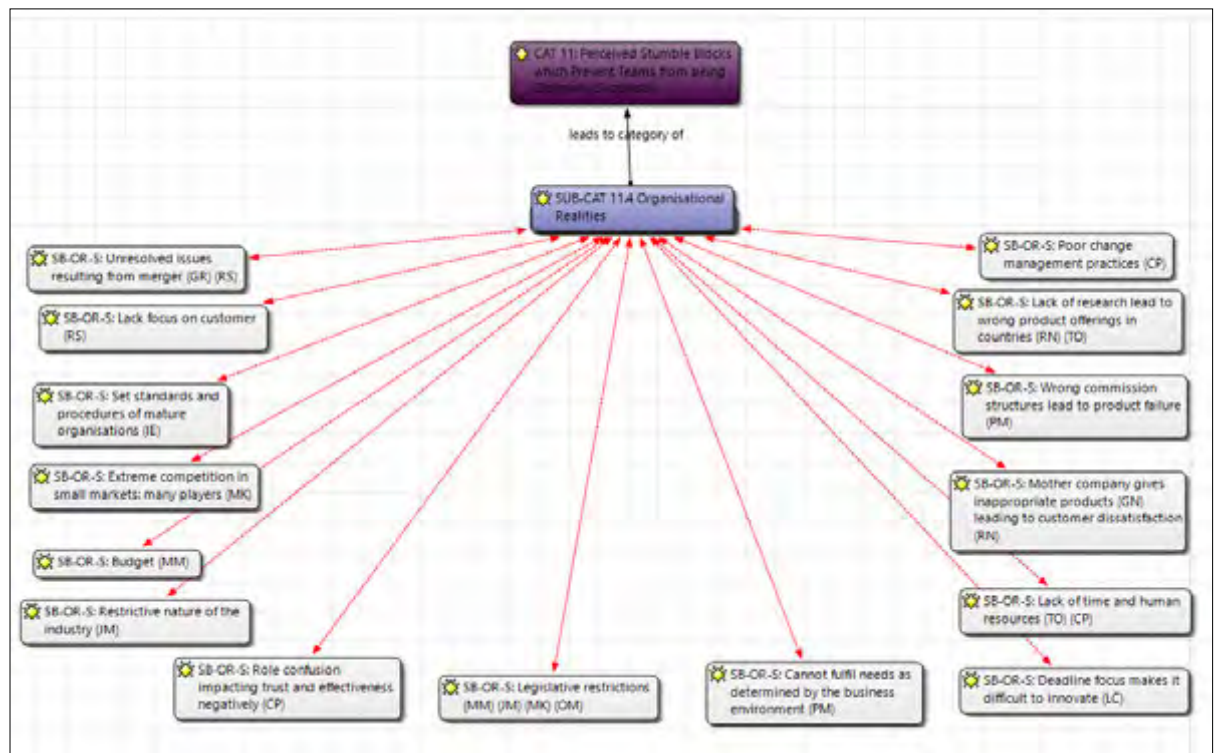
11-11-3: Systems and Structures: International Focus Group: Group B (Successful)



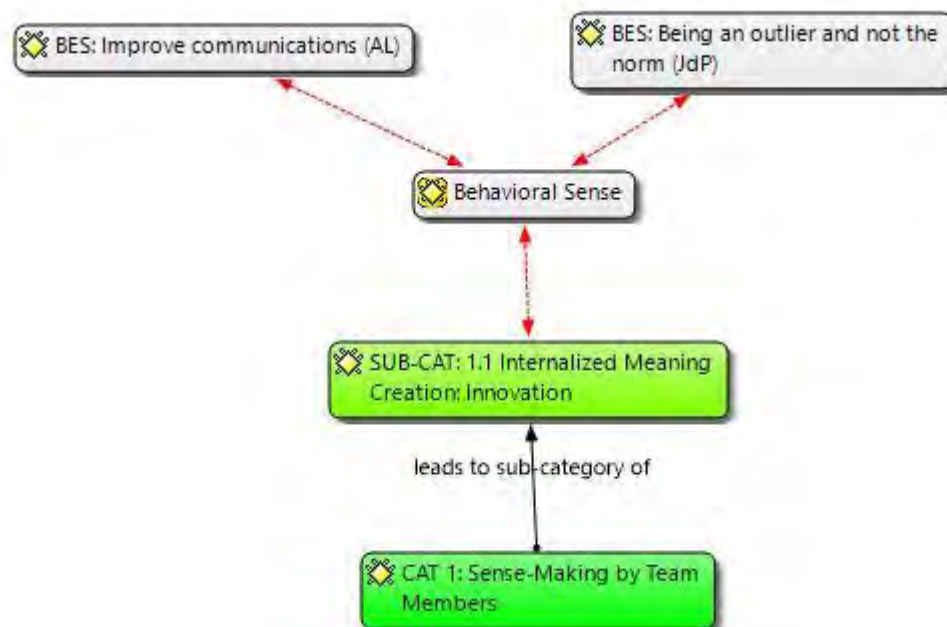
11-11-4: Organisational Realities: International Focus Group: Group A (Unsuccessful)



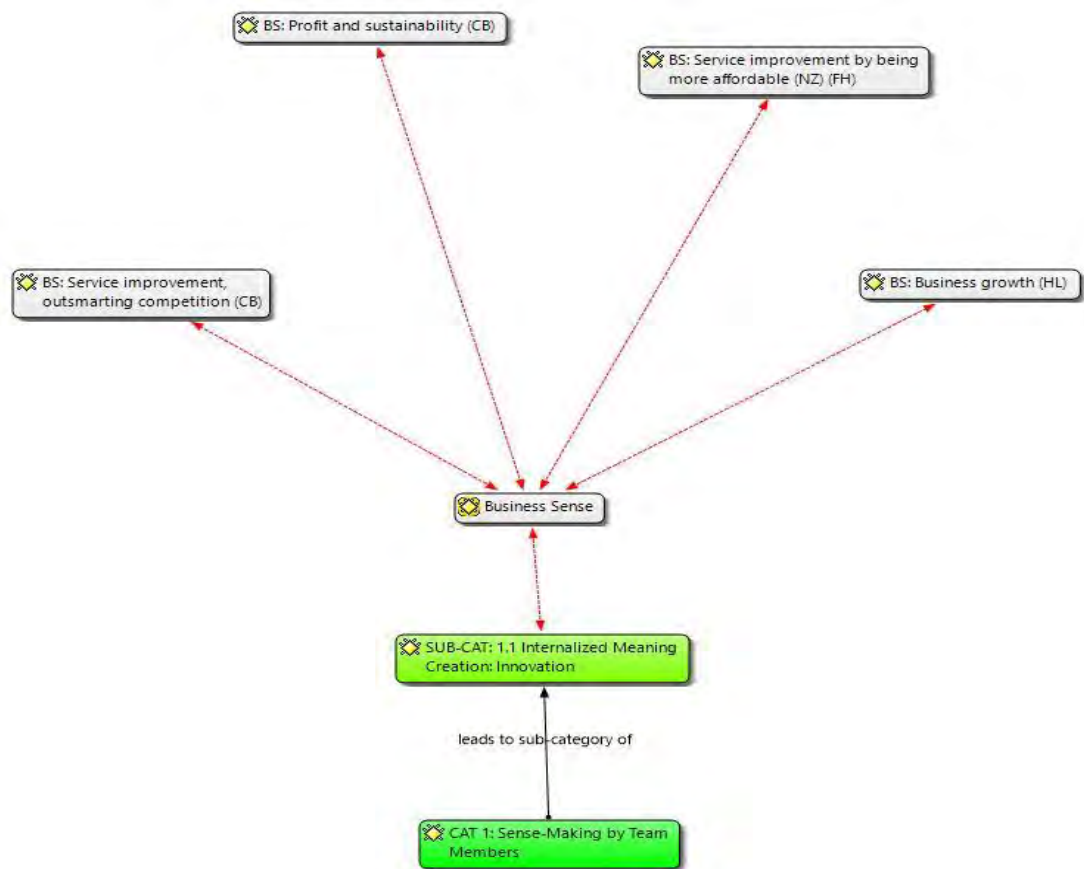
11-11-4: Organisational Realities: International Focus Group: Group B (Successful)



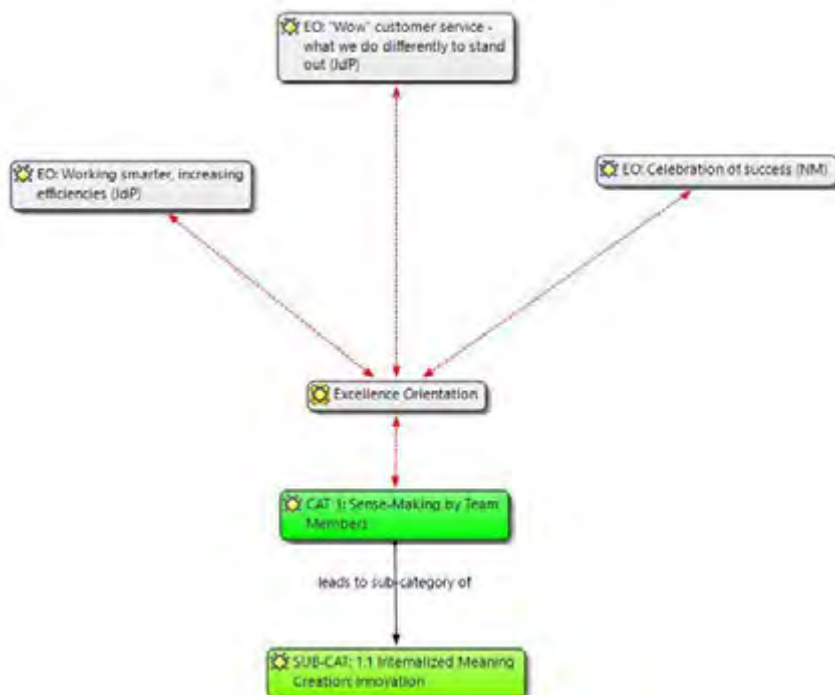
Behavioural Sense: International Focus Group: Group A (Unsuccessful)



Behavioural Sense: International Focus Group: Group B (Successful)



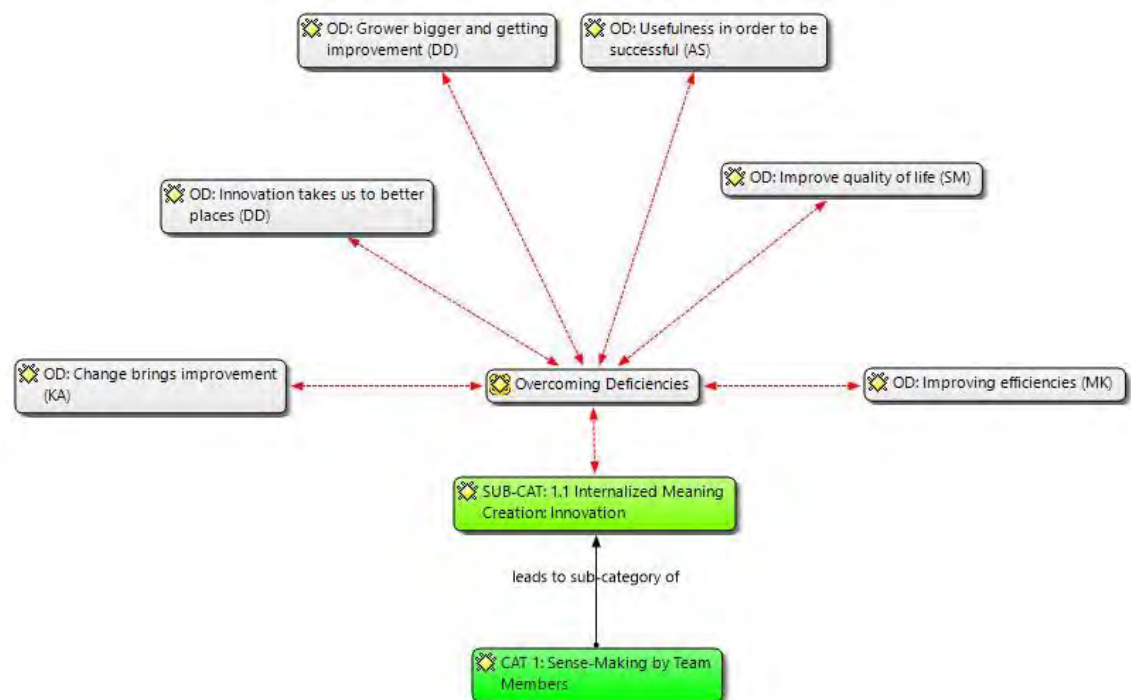
Excellence Orientation: International Focus Group



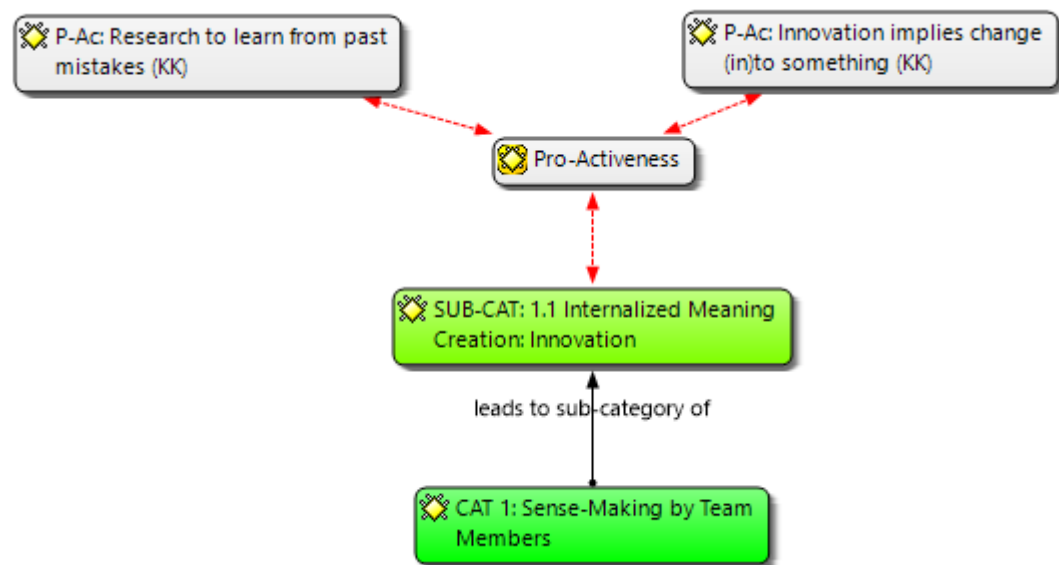
Experience of Company's Approach Towards Innovation: International Focus Group: Group A (Unsuccessful)



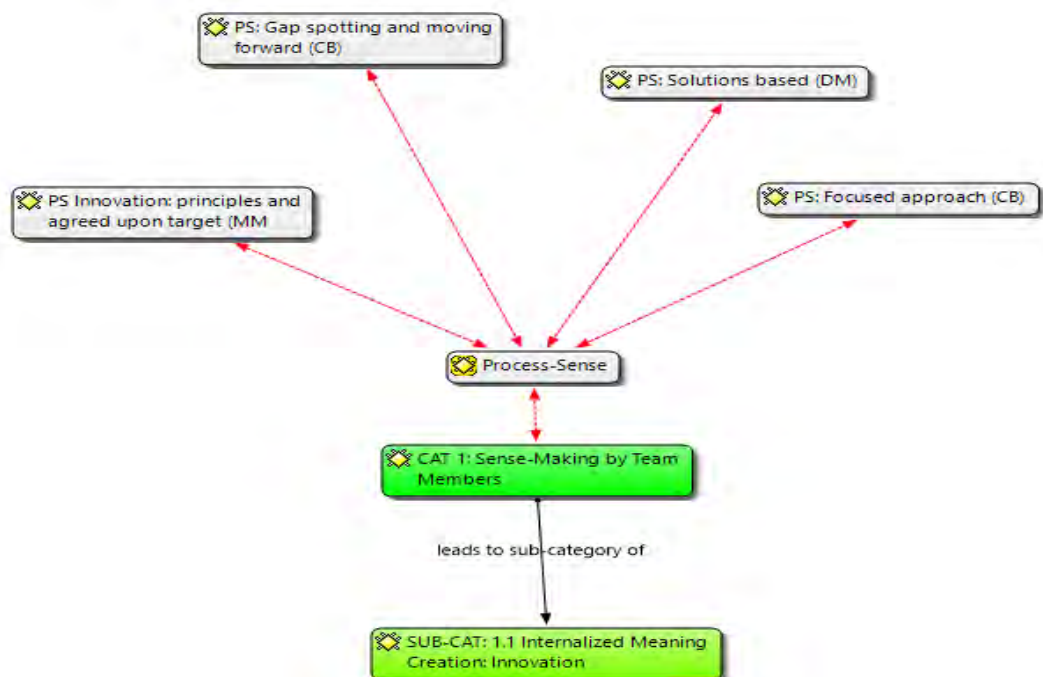
Overcoming Deficiencies: International Focus Group



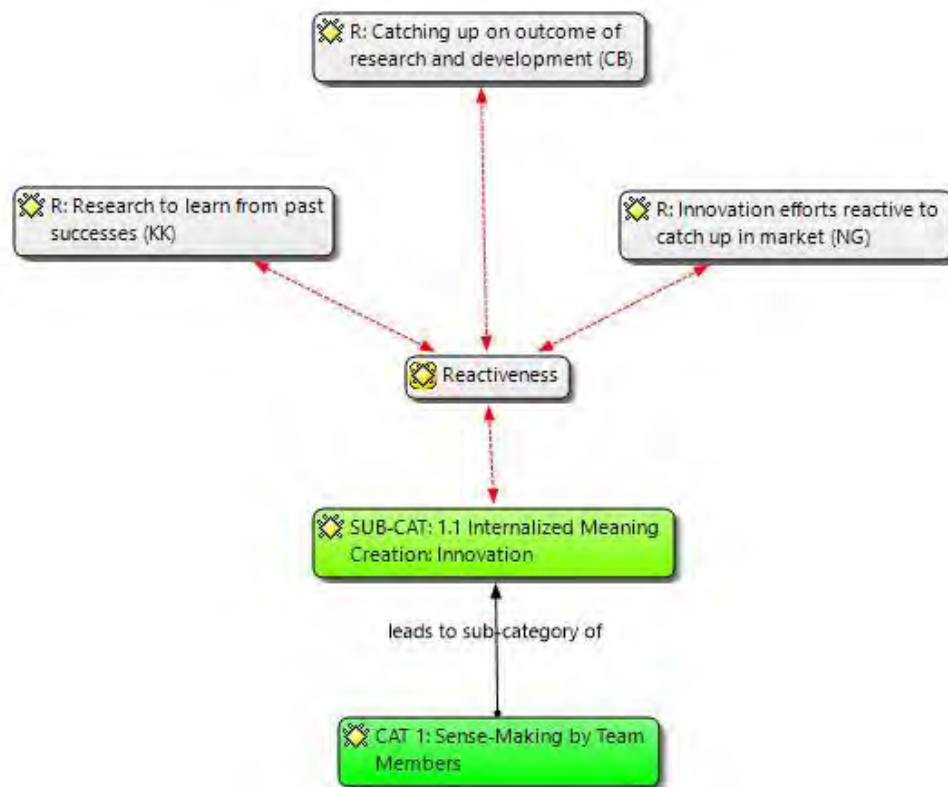
Pro-Activeness: International Focus Group: Group A (Unsuccessful)



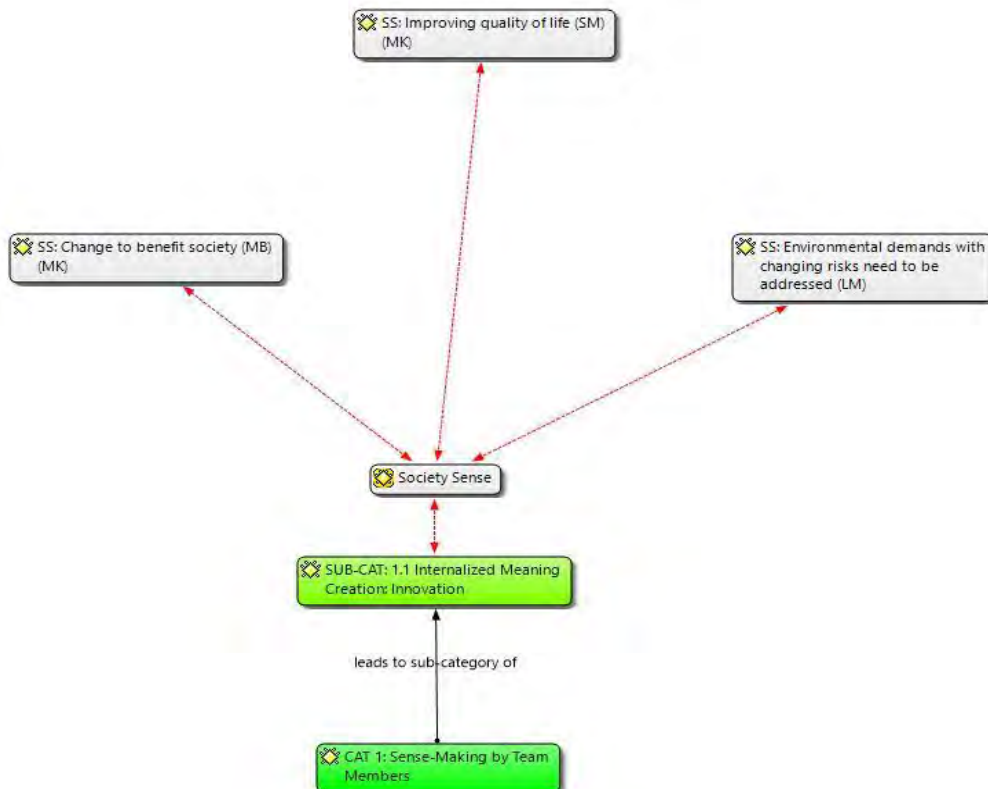
Process Sense: International Focus Group



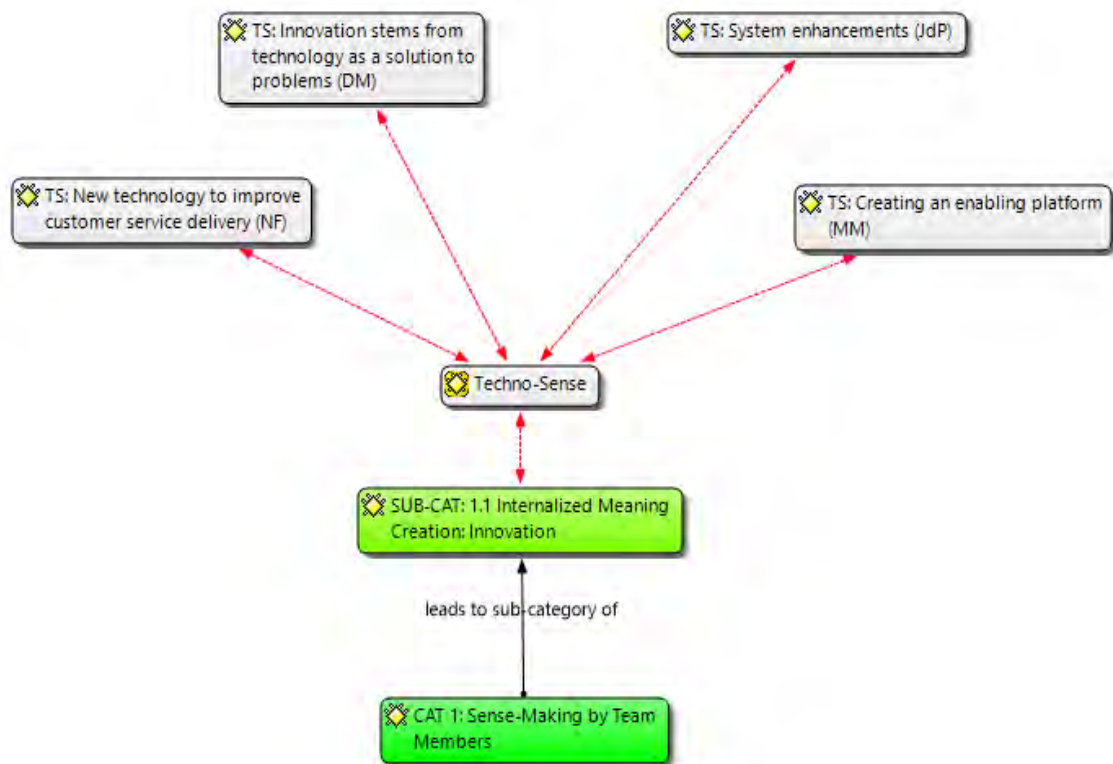
Reactiveness: International Focus Group: Group A (Unsuccessful)



Society Sense: International Focus Group: Group A (Unsuccessful)

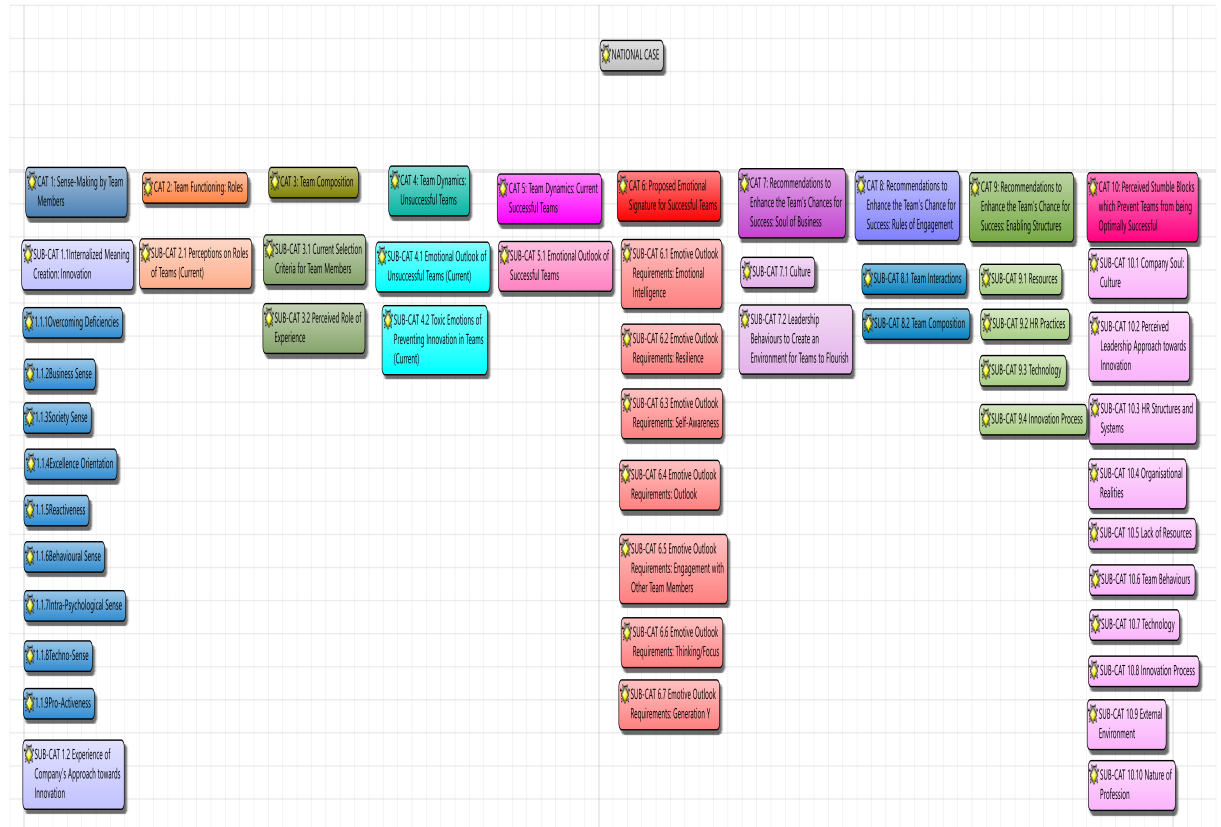


Techno Sense: International Focus Group: Group A (Unsuccessful)



National Case

Focus Group Discussions: Group A and B



Annexure U: Summary: Articles Consulted for Meta-Analysis Process

Article	Relevance and guidelines for data integration
1. Bryman, A. (2006)	In this article Bryman (2006) discussed, amongst other issues, the reasons (e.g., triangulation, complementarily) for data integration, and the stage of the research process at which it takes place. As this research study was based on the convergent parallel design, data integration took place during the data interpretation stage. Bryman (2006) advised on two aspects which were of paramount importance: emerging of "... surprising findings or unrealized potential in the data ..." (p. 99) and not neglecting the research question during data integration (p. 110).
2. Bryman, A. (2007)	Valuable guidance was provided by Bryman (2007) approaching data integration. Researchers have to be aware of their own views and self-limiting paradigms, constantly keeping the original motivation for their mixed method study in mind. Data integration and providing "... an integrated analysis" seem to be challenging for most researchers (p. 20). Advice given related to the importance of documentary proof of the integration process. Bryman (2007) stated that the hallmark of true integration is that "... quantitative and the qualitative findings will be mutually informative" (p. 21).
3. Jick, T. D. (1979)	Jick (1979) provided guidelines on viewing triangulation in context in order to enhance the value of the findings, especially in organisational research.
4. Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002)	Although this study focused on the Big Five Personality Traits and job performance, the value of this study related to, amongst others, using both methodologies, and presenting a meta-analysis approach.
5. Hülshager, U. R., Anderson, N., & Salgado, J. F. (2009)	This article provided useful data, but the purpose was to refer to the usefulness of the quantitative meta-analysis methodology described. Relevant findings provided insights into the relationship between team process variables and innovation, and the manner of reporting effect sizes. In this study, an analysis was conducted on independent, reported studies.
6. Peeters, M. A. G., Van Tuijl, H. F. J. M., Rutte, C. G., & Reymen, I. M. M. J. (2006)	Interesting, this study answered the research question: "How is team composition in terms of personality related to team performance?" meta-analytically, based on research reported in independent, refereed journals, fulfilling the criteria of reported effects sizes (Peeters et al. 2006, p. 278), and useful information on team composition was also provided.
7. Moekenmeyer, G., Hoegl, M., & Weiss, M. (2012)	This study, done qualitatively, provided interesting results as well as illustrated how the concept of resilience was studied qualitatively, providing useful guidelines for this research. The manner in which the findings are described was insightful.
8. Östlund, U., Kidd, L., Wengström, Y., & Rowa-Dewar, N. (2011)	Challenges associated when data is integrated were emphasized, specifically related to reporting and being unclear. Triangulation to achieve either convergence, complementarily or divergence was discussed.

	<p>Important advice given was to report on the relationship between the two data strands in order to guide interpretation of the research conclusions. It is claimed by Östlund, Kidd, Wengström and Rowa-Dewar (2011, p. 382) that: “The reporting of mixed methods studies is notoriously challenging ...”, and therefore advising that triangulation could assist in achieving, as the absolute minimum “... clarity and transparency ...”.</p>
9. Onwuegbuzie, A. J., & Leech, N. L. (2004)	<p>This study provided useful guidelines on parallel mixed analysis, and specifically for the interpretation. It is interesting to note how the reporting of quantitative and qualitative data could be complimentary in nature (Onwuegbuzie & Leech, 2004, p. 783). It was specifically discussed that even though statistical significant evidence on a phenomenon was not reported, the qualitative analysis could still lead to increased understanding (Onwuegbuzie & Leech, 2004, p. 783). Guidance has been provided on effect size reporting’s link with qualitative findings, especially as meta summaries (Onwuegbuzie & Leech, 2005, p. 785).</p>
10. du Chatenier, E., Verstegen, J. A. A .M., Biemans, H. J. A., Mulder, M., & Omta, O. S. W. F. (2010)	<p>In this research, the question was posed as to why some teams which embarked upon innovation failed and why some succeeded. Interviews and focus groups were utilized as data collection methods (20 explorative interviews and two focus groups), which was useful in terms of this study. This research “... suggested that individual competencies affect open innovation team success, but this relation was not shown empirically” (du Chatenier, et al., 2010, p. 278).</p>
11. Janssen, O. (2000)	<p>Interestingly, mailed combined questionnaires obtained a 43% response rate, and well as captured supervisor ratings of the respondents. Of note was the reporting of hypothesis testing, and reporting of the limitations of generalizability.</p>
12. Jordan, P. J., & Troth, A. C. (2004)	<p>This research made use of EQ-testing (WEIP6); problem-solving exercise; team activity and conflict management measure (Rahim’s 1983 Styles of Handling Interpersonal Conflict) and Jehn’s (1995) 8-item Fraygroup Conflict Scale.</p> <p>Of specific interest, except for findings, was the manner in which results were reported per hypothesis, linking it to theory.</p>
13. Caracelli, V. J., & Greene, J. C. (1993)	<p>Caracelli and Greene (1993) provided descriptions of strategies that could be considered for the data integration in a mixed method study. Of the proposed strategies, the description of “Data Consolidation/Merging” was particularly helpful (p. 197). It was mentioned that the consolidated data set could be expressed either quantitatively or qualitatively (“... numerical codes or narrative ...”. “New variables were created through a merging ...”) – indicative of this type of approach, leading to new insights. Caracelli and Greene (1993, p. 203) emphasized that data integration of qualitative and quantitative strands could lead to new insights and subsequent theory development. It was cautioned that such integration be done “... systematic[ally] and explicit[ly]” (p. 205).</p>

14. Scott, S. G., & Bruce, R. A. (1994)	In this mixed method study, semi-structured interviews (sample size N=22), questionnaires (to 172 employees) and a second questionnaire (to 26 managers) were used. What was interesting and useful to glean from this study was the comprehensive manner in which the results were reported. They also emphasized that individual innovative behaviour was a "... complex phenomenon ..." (p. 603).
15. Kampenes, V. B., Dybå, T., Hannay, J. E., & Sjøberg, D. I. K. (2007)	This article provided clear guidelines on the reporting of effect sizes, especially that it must be evaluated and reported in conjunction with statistical significance: "... p-values reveal ... <i>statistically</i> significant" findings, and "... effect size indicates <i>practical</i> significance, importance or meaningfulness" (Kampenes et al. 2007, p. 1). The meaning of the <i>d</i> family was also explained where Cohen's <i>d</i> was used. Approaches to interpret standardized effect sizes were also provided, for example: "It is not intuitively evident how to interpret standardized effect sizes" (p. 4). Specifically, the importance of reporting Cohen's effect size with "... a corresponding confidence interval ..." was confirmed. In their own research, effect size as per Cohen's <i>d</i> were reported (REFERENCE ... who is "their"?). Lastly, guidelines for reporting effect sizes were provided (p. 11).
16. Fritz, C. O., Morris, P. E., Richter, J. F. (2011)	In this article guidance was provided for reporting effect sizes and specifically Cohen's <i>d</i> , which seemed to be popular for reporting effect sizes. Fritz, Morris and Richter (2001) emphasized the importance of reporting the effect size statistic being used. Also emphasized, was the fact that all results be reported for the sake of meta-analysis. Additionally, researchers were encouraged to consider the fact that all effect size estimates have to be evaluated in the context of the research.

Annexure V: Correlation Tables to All Assessments

		Total	Self-Percept	Self-Regard	Self-Act	Emot. Self	Self-Express	Emot. Express	Assert.	Indep.	Interpersonal	Interper. Relation	Empathy	Social Resp.	Decision-Making	Problem-Solving	Reality Testing	Impulse Control	Stress Manage	Flexibil.	Stress Tolerance	Optim.	Team Identity	Motiv.	Emot. Aware	Commun.	Stress Toler.	Conflict Resol	Positive Mood	Total Test Score	Resilient	Outlook	Social Intuition
Total	Pearson Correlation Sig. (2-tailed) N	1	.873 ^{***} 0.000 78	.733 ^{***} 0.000 78	.852 ^{***} 0.000 78	.707 ^{***} 0.000 78	.830 ^{***} 0.000 78	.680 ^{***} 0.000 78	.622 ^{***} 0.000 78	.657 ^{***} 0.000 78	.701 ^{***} 0.000 78	.708 ^{***} 0.000 78	.393 ^{***} 0.000 78	.596 ^{***} 0.000 78	.878 ^{***} 0.000 78	.771 ^{***} 0.000 78	.686 ^{***} 0.000 78	.515 ^{***} 0.000 78	.845 ^{***} 0.000 78	.581 ^{***} 0.000 78	.758 ^{***} 0.000 78	.711 ^{***} 0.000 78	.378 ^{***} 0.010 45	.373 ^{***} 0.012 45	0.250 ^{***} 0.098 45	0.198 ^{***} 0.193 45	.359 ^{***} 0.015 45	0.246 ^{***} 0.104 45	0.290 ^{***} 0.054 45	.354 ^{***} 0.017 45	-0.183 ^{***} 0.299 34	0.206 ^{***} 0.243 34	0.166 ^{***} 0.348 34
Self-Perception	Pearson Correlation Sig. (2-tailed) N	.873 ^{***} 0.000 78	1	.891 ^{***} 0.000 78	.906 ^{***} 0.000 78	.820 ^{***} 0.000 78	.663 ^{***} 0.000 78	.487 ^{***} 0.000 78	.550 ^{***} 0.000 78	.546 ^{***} 0.000 78	.547 ^{***} 0.000 78	.581 ^{***} 0.000 78	.272 ^{***} 0.016 78	.479 ^{***} 0.000 78	.741 ^{***} 0.000 78	.578 ^{***} 0.000 78	.745 ^{***} 0.000 78	.371 ^{***} 0.001 78	.644 ^{***} 0.000 78	.292 ^{***} 0.010 78	.610 ^{***} 0.000 78	.664 ^{***} 0.000 78	.422 ^{***} 0.004 45	.419 ^{***} 0.004 45	0.262 ^{***} 0.082 45	0.219 ^{***} 0.148 45	.401 ^{***} 0.006 45	0.279 ^{***} 0.063 45	.319 ^{***} 0.033 45	.390 ^{***} 0.008 45	-0.011 ^{***} 0.951 34	0.089 ^{***} 0.616 34	-0.008 ^{***} 0.963 34
Self-Regard	Pearson Correlation Sig. (2-tailed) N	.733 ^{***} 0.000 78	.891 ^{***} 0.000 78	1	.724 ^{***} 0.000 78	.550 ^{***} 0.000 78	.570 ^{***} 0.000 78	.390 ^{***} 0.000 78	.454 ^{***} 0.000 78	.512 ^{***} 0.000 78	.377 ^{***} 0.001 78	.490 ^{***} 0.000 78	0.076 ^{***} 0.507 78	.385 ^{***} 0.001 78	.646 ^{***} 0.000 78	.506 ^{***} 0.000 78	.569 ^{***} 0.000 78	.384 ^{***} 0.000 78	.521 ^{***} 0.021 78	.260 ^{***} 0.000 78	.481 ^{***} 0.000 78	.521 ^{***} 0.000 78	.295 ^{***} 0.049 45	.325 ^{***} 0.029 45	0.232 ^{***} 0.124 45	0.111 ^{***} 0.466 45	0.284 ^{***} 0.059 45	0.174 ^{***} 0.253 45	0.177 ^{***} 0.246 45	0.270 ^{***} 0.072 45	-0.133 ^{***} 0.453 34	0.236 ^{***} 0.178 34	-0.130 ^{***} 0.463 34
Self-Act	Pearson Correlation Sig. (2-tailed) N	.852 ^{***} 0.000 78	.906 ^{***} 0.000 78	.724 ^{***} 0.000 78	1	.629 ^{***} 0.000 78	.414 ^{***} 0.000 78	.549 ^{***} 0.000 78	.549 ^{***} 0.000 78	.549 ^{***} 0.000 78	.583 ^{***} 0.000 78	.590 ^{***} 0.000 78	0.013 ^{***} 0.000 78	.559 ^{***} 0.000 78	.724 ^{***} 0.000 78	.615 ^{***} 0.000 78	.669 ^{***} 0.000 78	.359 ^{***} 0.001 78	.679 ^{***} 0.000 78	.329 ^{***} 0.003 78	.650 ^{***} 0.000 78	.675 ^{***} 0.000 78	.462 ^{***} 0.001 45	.364 ^{***} 0.014 45	0.237 ^{***} 0.117 45	0.205 ^{***} 0.178 45	.381 ^{***} 0.010 45	.304 ^{***} 0.043 45	0.290 ^{***} 0.054 45	.376 ^{***} 0.011 45	-0.062 ^{***} 0.730 34	-0.026 ^{***} 0.885 34	-0.022 ^{***} 0.900 34
Emotional Self	Pearson Correlation Sig. (2-tailed) N	.707 ^{***} 0.000 78	.820 ^{***} 0.000 78	.550 ^{***} 0.000 78	.670 ^{***} 0.000 78	1	.523 ^{***} 0.000 78	.470 ^{***} 0.000 78	.448 ^{***} 0.000 78	.339 ^{***} 0.002 78	.513 ^{***} 0.000 78	.446 ^{***} 0.000 78	0.000 ^{***} 0.000 78	.569 ^{***} 0.006 78	.310 ^{***} 0.000 78	.569 ^{***} 0.000 78	.377 ^{***} 0.001 78	.766 ^{***} 0.083 78	.486 ^{***} 0.000 78	.156 ^{***} 0.172 78	.477 ^{***} 0.000 78	.550 ^{***} 0.000 78	.434 ^{***} 0.003 45	.502 ^{***} 0.000 45	0.248 ^{***} 0.100 45	.321 ^{***} 0.031 45	.463 ^{***} 0.001 45	.312 ^{***} 0.037 45	.467 ^{***} 0.001 45	.458 ^{***} 0.002 45	0.200 ^{***} 0.256 34	-0.037 ^{***} 0.834 34	0.247 ^{***} 0.159 34
Self-Expression	Pearson Correlation Sig. (2-tailed) N	.830 ^{***} 0.000 78	.663 ^{***} 0.000 78	.570 ^{***} 0.000 78	.629 ^{***} 0.000 78	.523 ^{***} 0.000 78	1	.804 ^{***} 0.000 78	.743 ^{***} 0.000 78	.813 ^{***} 0.000 78	.400 ^{***} 0.000 78	.530 ^{***} 0.000 78	0.091 ^{***} 0.427 78	.380 ^{***} 0.001 78	.701 ^{***} 0.000 78	.669 ^{***} 0.000 78	.520 ^{***} 0.000 78	.376 ^{***} 0.001 78	.639 ^{***} 0.000 78	.448 ^{***} 0.000 78	.647 ^{***} 0.000 78	.458 ^{***} 0.000 78	.225 ^{***} 0.138 45	0.180 ^{***} 0.236 45	0.195 ^{***} 0.199 45	0.094 ^{***} 0.540 45	0.194 ^{***} 0.202 45	0.118 ^{***} 0.439 45	0.095 ^{***} 0.534 45	0.193 ^{***} 0.203 45	-0.116 ^{***} 0.514 34	0.328 ^{***} 0.214 34	0.058 ^{***} 0.058 34
Emot. Express.	Pearson Correlation Sig. (2-tailed) N	.680 ^{***} 0.000 78	.487 ^{***} 0.000 78	.390 ^{***} 0.000 78	.414 ^{***} 0.000 78	.470 ^{***} 0.000 78	.804 ^{***} 0.000 78	1	.392 ^{***} 0.000 78	.412 ^{***} 0.000 78	.429 ^{***} 0.000 78	.520 ^{***} 0.000 78	.228 ^{***} 0.045 78	.280 ^{***} 0.013 78	.526 ^{***} 0.000 78	.485 ^{***} 0.000 78	.370 ^{***} 0.001 78	.312 ^{***} 0.005 78	.549 ^{***} 0.000 78	.465 ^{***} 0.000 78	.428 ^{***} 0.000 78	.426 ^{***} 0.000 78	.227 ^{***} 0.080 45	0.264 ^{***} 0.093 45	0.105 ^{***} 0.493 45	0.117 ^{***} 0.169 45	0.209 ^{***} 0.028 45	0.009 ^{***} 0.954 45	0.089 ^{***} 0.559 45	0.180 ^{***} 0.237 45	0.113 ^{***} 0.525 34	0.086 ^{***} 0.629 34	.373 ^{***} 0.030 34
Assertive.	Pearson Correlation Sig. (2-tailed) N	.622 ^{***} 0.000 78	.550 ^{***} 0.000 78	.454 ^{***} 0.000 78	.549 ^{***} 0.000 78	.448 ^{***} 0.000 78	.743 ^{***} 0.000 78	.392 ^{***} 0.000 78	1	.512 ^{***} 0.000 78	.327 ^{***} 0.003 78	.396 ^{***} 0.000 78	0.075 ^{***} 0.512 78	.359 ^{***} 0.001 78	.506 ^{***} 0.000 78	.382 ^{***} 0.000 78	.545 ^{***} 0.000 78	.245 ^{***} 0.031 78	.426 ^{***} 0.000 78	.190 ^{***} 0.095 78	.527 ^{***} 0.000 78	.323 ^{***} 0.004 78	.314 ^{***} 0.058 45	0.258 ^{***} 0.012 45	.370 ^{***} 0.189 45	0.199 ^{***} 0.028 45	.329 ^{***} 0.028 45	.336 ^{***} 0.024 45	0.197 ^{***} 0.196 45	.345 ^{***} 0.020 45	-0.179 ^{***} 0.312 34	0.323 ^{***} 0.062 34	0.109 ^{***} 0.539 34
Indep.	Pearson Correlation Sig. (2-tailed) N	.657 ^{***} 0.000 78	.546 ^{***} 0.000 78	.512 ^{***} 0.000 78	.549 ^{***} 0.000 78	.339 ^{***} 0.002 78	.813 ^{***} 0.000 78	.412 ^{***} 0.000 78	.512 ^{***} 0.000 78	1	0.191 ^{***} 0.093 78	.320 ^{***} 0.004 78	-0.081 ^{***} 0.478 78	.279 ^{***} 0.013 78	.626 ^{***} 0.000 78	.692 ^{***} 0.000 78	.365 ^{***} 0.001 78	.322 ^{***} 0.004 78	.511 ^{***} 0.000 78	.343 ^{***} 0.002 78	.606 ^{***} 0.000 78	.301 ^{***} 0.000 78	0.014 ^{***} 0.928 45	-0.094 ^{***} 0.538 45	0.024 ^{***} 0.875 45	-0.088 ^{***} 0.566 45	-0.052 ^{***} 0.737 45	-0.002 ^{***} 0.991 45	-0.039 ^{***} 0.799 45	-0.038 ^{***} 0.806 45	-0.214 ^{***} 0.224 34	0.129 ^{***} 0.469 34	0.194 ^{***} 0.272 ^{***} 34
Interpersona	Pearson Correlation Sig. (2-tailed) N	.701 ^{***} 0.000 78	.547 ^{***} 0.000 78	.372 ^{***} 0.001 78	.583 ^{***} 0.000 78	.513 ^{***} 0.000 78	.400 ^{***} 0.000 78	.429 ^{***} 0.000 78	.327 ^{***} 0.003 78	0.191 ^{***} 0.093 78	1	.815 ^{***} 0.000 78	.804 ^{***} 0.000 78	.730 ^{***} 0.000 78	.495 ^{***} 0.000 78	.433 ^{***} 0.000 78	.497 ^{***} 0.000 78	0.192 ^{***} 0.091 78	.510 ^{***} 0.000 78	.303 ^{***} 0.007 78	.455 ^{***} 0.000 78	.471 ^{***} 0.000 78	.481 ^{***} 0.001 45	.467 ^{***} 0.001 45	.363 ^{***} 0.014 45	.336 ^{***} 0.024 45	.484 ^{***} 0.001 45	.383 ^{***} 0.009 45	.377 ^{***} 0.011 45	.489 ^{***} 0.001 45	-0.259 ^{***} 0.140 34	0.301 ^{***} 0.083 34	0.031 ^{***} 0.861 ^{***} 34
Interper. Relation.	Pearson Correlation Sig. (2-tailed) N	.708 ^{***} 0.000 78	.581 ^{***} 0.000 78	.490 ^{***} 0.000 78	.590 ^{***} 0.000 78	.446 ^{***} 0.000 78	.530 ^{***} 0.000 78	.520 ^{***} 0.000 78	.396 ^{***} 0.000 78	.320 ^{***} 0.004 78	.815 ^{***} 0.000 78	1	.435 ^{***} 0.000 78	.491 ^{***} 0.000 78	.499 ^{***} 0.000 78	.441 ^{***} 0.000 78	.445 ^{***} 0.000 78	.235 ^{***} 0.038 78	.532 ^{***} 0.000 78	.366 ^{***} 0.001 78	.416 ^{***} 0.000 78	.495 ^{***} 0.011 45	.377 ^{***} 0.006 45	.402 ^{***} 0.003 45	.436 ^{***} 0.018 45	.351 ^{***} 0.001 45	.497 ^{***} 0.028 45	.328 ^{***} 0.018 45	.351 ^{***} 0.001 45	.466 ^{***} 0.001 45	-0.081 ^{***} 0.651 34	0.151 ^{***} 0.395 34	0.125 ^{***} 0.460 ^{***} 34
Empathy	Pearson Correlation Sig. (2-tailed) N	.393 ^{***} 0.000 78	.272 ^{***} 0.016 78	0.076 ^{***} 0.507 78	.281 ^{***} 0.013 78	.436 ^{***} 0.000 78	.0091 ^{***} 0.427 78	.228 ^{***} 0.045 78	0.075 ^{***} 0.512 78	-0.081 ^{***} 0.478 78	.804 ^{***} 0.000 78	.435 ^{***} 0.000 78	1	.355 ^{***} 0.001 78	.224 ^{***} 0.049 78	0.147 ^{***} 0.198 78	.360 ^{***} 0.001 78	0.029 ^{***} 0.803 78	.293 ^{***} 0.009 78	0.150 ^{***} 0.189 78	.286 ^{***} 0.011 78	.273 ^{***} 0.016 78	.459 ^{***} 0.002 45	.487 ^{***} 0.001 45	.349 ^{***} 0.019 45	.380 ^{***} 0.010 45	.473 ^{***} 0.001 45	.456 ^{***} 0.002 45	.418 ^{***} 0.004 45	.510 ^{***} 0.000 45	-0.183 ^{***} 0.301 34	.394 ^{***} 0.021 34	0.259 ^{***} 0.139 ^{***} 34
Social Resp.	Pearson Correlation Sig. (2-tailed) N	.596 ^{***} 0.000 78	.479 ^{***} 0.000 78	.385 ^{***} 0.001 78	.559 ^{***} 0.000 78	.310 ^{***} 0.006 78	.380 ^{***} 0.001 78	.280 ^{***} 0.013 78	.359 ^{***} 0.001 78	.279 ^{***} 0.013 78	.730 ^{***} 0.000 78	.491 ^{***} 0.000 78	.395 ^{***} 0.001 78	1	.502 ^{***} 0.000 78	.503 ^{***} 0.000 78	.384 ^{***} 0.001 78	.229 ^{***} 0.044 78	.401 ^{***} 0.000 78	.203 ^{***} 0.075 78	.400 ^{***} 0.000 78	.362 ^{***} 0.001 78	.361 ^{***} 0.015 45	0.259 ^{***} 0.086 45	0.102 ^{***} 0.503 45	0.074 ^{***} 0.627 45	0.205 ^{***} 0.178 45	0.130 ^{***} 0.395 45	0.155 ^{***} 0.309 45	0.216 ^{***} 0.154 45	-0.351 ^{***} 0.042 34	0.078 ^{***} 0.663 34	-.448 ^{***} 0.008 ^{***} 34
Decision-Making	Pearson Correlation Sig. (2-tailed) N	.878 ^{***} 0.000 78	.741 ^{***} 0.000 78	.646 ^{***} 0.000 78	.724 ^{***} 0.000 78	.506 ^{***} 0.000 78	.526 ^{***} 0.000 78	.506 ^{***} 0.000 78	.626 ^{***} 0.000 78	.495 ^{***} 0.000 78	.499 ^{***} 0.000 78	.411 ^{***} 0.000 78	.224 ^{***} 0.049 78	.502 ^{***} 0.000 78	1	.855 ^{***} 0.000 78	.647 ^{***} 0.000 78	.725 ^{***} 0.000 78	.686 ^{***} 0.000 78	.538 ^{***} 0.000 78	.617 ^{***} 0.000 78	.516 ^{***} 0.000 78	0.274 ^{***} 0.069 45	.322 ^{***} 0.031 45	0.162 ^{***} 0.287 45	0.100 ^{***} 0.514 45	0.185 ^{***} 0.224 45	0.128 ^{***} 0.400 45	0.187 ^{***} 0.218 45	0.227 ^{***} 0.135 45	-0.249 ^{***} 0.156 34	0.127 ^{***} 0.473 34	

[illegible]

** Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Self-Aware	Sensitive to Context	Adapt.	Extroverts	Independent	Thought Mind	Self-Control	Anxiety	Warmth	Reason	Emotional Stability	Dominant	Liveliness	Inter-Conn.	Social Bold	Sensitive	Vigilance	Abstract	Private	Apprehen	Open	Self-Reliant	Perfect	Tension
.519 ⁺	0.142	0.257	0.249	0.210	-0.294	.434 ⁺	-.675 ⁺	0.079	-.378 ⁺	.566 ⁺	0.107	-0.100	.305 ⁺	.334 ⁺	0.262	-.428 ⁺	-0.259	-.370 ⁺	-.321 ⁺	.429 ⁺	-0.077	.309 ⁺	-.496 ⁺
0.002	0.422	0.143	0.112	0.162	0.068	0.004	0.000	0.620	0.014	0.000	0.499	0.527	0.050	0.031	0.070	0.005	0.097	0.016	0.036	0.005	0.629	0.046	0.001
34	34	34	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
.578 ⁺	0.134	.391 ⁺	0.143	0.115	-0.212	.359 ⁺	-.483 ⁺	0.015	0.294	.406 ⁺	0.036	-0.078	0.184	0.223	.422 ⁺	-0.261	-0.232	-0.223	-0.228	0.229	0.028	0.229	-.359 ⁺
0.000	0.450	0.022	0.365	0.468	0.177	0.020	0.001	0.925	0.058	0.008	0.812	0.823	0.244	0.155	0.005	0.095	0.140	0.156	0.146	0.145	0.862	0.128	0.020
34	34	34	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
.554 ⁺	0.084	.344 ⁺	0.191	0.072	-0.208	.330 ⁺	-.395 ⁺	0.116	0.093	.316 ⁺	0.020	-0.075	0.137	0.233	.383 ⁺	-0.257	-0.223	-0.297	-0.181	0.214	0.049	0.245	-0.256 ⁺
0.001	0.635	0.046	0.226	0.652	0.186	0.033	0.010	0.465	0.559	0.041	0.899	0.637	0.388	0.136	0.012	0.100	0.156	0.096	0.252	0.173	0.756	0.117	0.102
34	34	34	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
.503 ⁺	0.131	0.317	0.136	0.174	-.305 ⁺	.315 ⁺	-.562 ⁺	0.034	.410 ⁺	.446 ⁺	0.068	-0.104	0.208	0.181	.369 ⁺	-.345 ⁺	-0.122	-0.111	-0.248	.322 ⁺	0.031	0.245	-.462 ⁺
0.002	0.460	0.068	0.391	0.271	0.050	0.042	0.000	0.832	0.007	0.003	0.579	0.511	0.186	0.252	0.016	0.025	0.441	0.482	0.114	0.037	0.846	0.118	0.002
34	34	34	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
.448 ⁺	0.125	0.322	0.037	0.090	-0.060	0.291	-.327 ⁺	-0.154	.310 ⁺	.331 ⁺	0.006	-0.019	0.126	0.157	.362 ⁺	-0.086	-0.263	-0.150	-0.166	0.066	-0.014	0.153	-0.255 ⁺
0.008	0.480	0.064	0.816	0.559	0.704	0.062	0.035	0.331	0.046	0.033	0.960	0.905	0.428	0.321	0.012	0.587	0.093	0.342	0.292	0.590	0.930	0.333	0.103
34	34	34	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
.474 ⁺	0.098	0.261	0.262	0.228	-0.209	.383 ⁺	-.517 ⁺	0.166	0.164	.370 ⁺	0.141	-0.102	0.222	.348 ⁺	0.199	-0.291	-0.211	-.333 ⁺	-0.243	.337 ⁺	-0.077	0.241	-0.264 ⁺
0.005	0.581	0.136	0.094	0.147	0.184	0.012	0.000	0.295	0.298	0.016	0.372	0.519	0.157	0.023	0.206	0.061	0.180	0.031	0.121	0.029	0.627	0.125	0.069
34	34	34	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
0.075	0.003	0.016	.348 ⁺	0.249	-0.098	0.301	-0.249	.306 ⁺	0.070	0.200	0.142	0.008	0.182	.329 ⁺	0.100	-0.105	-0.283	-.417 ⁺	0.001	0.244	-0.157	0.161	-0.104 ⁺
0.672	0.968	0.930	0.024	0.111	0.545	0.053	0.112	0.048	0.657	0.204	0.371	0.959	0.246	0.034	0.527	0.508	0.070	0.006	0.996	0.120	0.320	0.309	0.510
34	34	34	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
.582 ⁺	0.015	0.297	-0.053	0.074	-.328 ⁺	0.059	-.479 ⁺	-0.050	0.189	.353 ⁺	0.033	-0.031	-0.062	.310 ⁺	0.278	-0.168	0.031	0.031	-.360 ⁺	0.260	0.023	0.188	-.502 ⁺
0.000	0.934	0.089	0.741	0.641	0.034	0.708	0.001	0.751	0.229	0.022	0.836	0.846	0.698	0.046	0.075	0.286	0.843	0.847	0.019	0.096	0.886	0.234	0.001
34	34	34	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
.443 ⁺	0.207	0.312	0.165	0.173	-0.149	.445 ⁺	-.564 ⁺	0.007	0.178	.383 ⁺	0.123	-0.229	.306 ⁺	0.178	0.122	-.400 ⁺	-0.135	-0.240	-.329 ⁺	.311 ⁺	0.020	0.231	-0.231 ⁺
0.009	0.240	0.073	0.297	0.272	0.345	0.003	0.000	0.964	0.260	0.012	0.438	0.144	0.047	0.259	0.443	0.009	0.394	0.126	0.034	0.045	0.902	0.141	0.141
34	34	34	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
0.231	0.021	0.047	0.266	0.239	-0.216	0.290	-.354 ⁺	0.237	.377 ⁺	.459 ⁺	0.235	0.086	.361 ⁺	0.299	0.153	-.333 ⁺	-.316 ⁺	-.324 ⁺	-0.097	0.283	-0.180	0.298	-.322 ⁺
0.188	0.907	0.790	0.089	0.127	0.169	0.063	0.021	0.132	0.014	0.002	0.134	0.590	0.013	0.054	0.334	0.031	0.042	0.036	0.540	0.069	0.254	0.056	0.038
34	34	34	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
0.205	0.066	0.177	0.248	0.068	-0.060	0.284	-0.251	0.274	0.248	0.216	0.138	0.154	0.239	0.279	0.177	-0.142	-0.261	-0.147	0.059	0.044	-0.058	0.170	-0.104 ⁺
0.246	0.830	0.317	0.114	0.580	0.707	0.068	0.109	0.079	0.114	0.185	0.384	0.330	0.128	0.073	0.262	0.370	0.095	0.353	0.709	0.782	0.714	0.261	0.511
34	34	34	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
0.173	0.070	-0.067	0.183	0.232	-0.183	0.214	-.327 ⁺	0.101	.526 ⁺	.584 ⁺	0.254	0.138	.321 ⁺	.318 ⁺	0.098	-.380 ⁺	-.371 ⁺	-0.287	-0.186	0.276	-0.290	0.302	-.371 ⁺
0.328	0.692	0.708	0.246	0.140	0.246	0.174	0.034	0.523	0.000	0.000	0.105	0.385	0.038	0.040	0.537	0.019	0.016	0.065	0.255	0.077	0.062	0.052	0.016
34	34	34	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
0.132	-0.164	-0.012	0.179	0.231	-0.261	0.170	-0.214	0.210	-0.064	0.141	0.118	-0.173	.311 ⁺	0.037	0.052	-0.218	-0.015	-.306 ⁺	-0.070	.340 ⁺	0.026	0.196	-0.223 ⁺
0.458	0.354	0.947	0.257	0.142	0.095	0.260	0.173	0.182	0.685	0.374	0.457	0.275	0.048	0.616	0.743	0.166	0.926	0.049	0.602	0.027	0.889	0.215	0.156
34	34	34	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
.459 ⁺	0.121	0.163	0.197	0.141	-0.260	.452 ⁺	-.689 ⁺	0.019	0.295	.511 ⁺	-0.001	-0.279	0.261	0.199	0.241	-.383 ⁺	-0.170	-.306 ⁺	-.389 ⁺	.425 ⁺	-0.022	0.254	-.454 ⁺
0.006	0.495	0.357	0.212	0.374	0.097	0.003	0.000	0.906	0.058	0.001	0.993	0.074	0.094	0.207	0.124	0.012	0.283	0.048	0.011	0.005	0.888	0.164	0.003
34	34	34	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
0.275	0.147	0.194	0.187	.325 ⁺	-0.217	.427 ⁺	-.597 ⁺	0.064	.325 ⁺	.465 ⁺	0.184	-0.193	0.299	0.176	0.054	-.557 ⁺	-0.156	-0.199	-.360 ⁺	.457 ⁺	-0.022	.349 ⁺	-.433 ⁺
0.116	0.406	0.272	0.237	0.036	0.166	0.005	0.000	0.880	0.037	0.002	0.244	0.221	0.054	0.264	0.733	0.020	0.322	0.265	0.019	0.002	0.892	0.024	0.004
34	34	34	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
.485 ⁺	0.124	0.267	0.225	0.169	-.313 ⁺	0.236	-.474 ⁺	0.073	0.148	0.289	0.030	-0.034	0.002	0.237	.471 ⁺	-0.129	-0.058	-0.201	-0.151	0.280	0.059	0.140	-0.302 ⁺

261	533	0.179	0.196	0.243	-0.008	0.155	-0.229	-0.154	0.225	0.154	0.192	0.333	0.159	453	-0.171	0.092	-0.222	-0.118	-0.048	397	-0.182	0.220	-0.055
0.032	0.009	0.056	0.563	0.180	0.985	0.396	0.207	0.399	0.215	0.399	0.293	0.062	0.383	0.009	0.348	0.993	0.222	0.521	0.795	0.024	0.318	0.227	0.764
115	115	115	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
1	397	255	-0.057	0.045	-0.341	0.250	-0.304	0.146	0.049	0.283	-0.123	-0.300	0.226	458	0.301	-0.116	-0.247	0.026	-0.075	0.281	0.160	0.250	-0.438
0.000	0.006	0.756	0.867	0.056	0.188	0.091	0.426	0.792	0.117	0.561	0.095	0.213	0.008	0.094	0.526	0.173	0.889	0.684	0.119	0.380	0.167	0.012	
115	115	115	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
397	1	359	-0.095	-0.020	0.055	0.126	-0.064	0.019	0.227	0.068	0.091	0.027	0.191	0.314	-0.281	0.138	-0.151	-0.126	0.218	0.292	-0.048	0.160	-0.119
0.000	0.000	0.603	0.911	0.765	0.492	0.727	0.917	0.212	0.713	0.619	0.882	0.295	0.080	0.119	0.452	0.410	0.494	0.231	0.105	0.793	0.381	0.516	
115	115	115	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
255	359	1	0.229	0.236	0.040	-0.040	-0.098	-0.057	0.171	0.084	0.274	0.203	-0.359	0.181	0.228	-0.083	0.068	-0.288	0.099	0.066	-0.005	-0.056	0.055
0.006	0.000	0.267	0.194	0.830	0.829	0.584	0.755	0.350	0.647	0.130	0.265	0.044	0.320	0.210	0.652	0.713	0.111	0.589	0.719	0.979	0.761	0.765	
115	115	115	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
-0.057	-0.895	0.229	1	403	-0.085	0.148	-0.153	499	0.024	262	0.217	482	0.106	476	0.015	-0.225	-0.326	-0.664	0.061	0.237	-0.581	0.064	-0.114
0.756	0.603	0.207	0.001	0.501	0.238	0.222	0.000	0.852	0.035	0.082	0.000	0.402	0.000	0.906	0.072	0.008	0.000	0.627	0.058	0.000	0.610	0.365	
32	32	32	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65
0.045	-0.620	0.236	403	1	-258	0.238	-0.134	0.154	0.121	276	766	0.200	0.126	404	-0.019	0.025	-0.097	-0.166	-0.129	530	-0.124	412	-0.138
0.807	0.911	0.194	0.001	0.037	0.057	0.287	0.220	0.335	0.026	0.000	0.109	0.317	0.091	0.880	0.843	0.441	0.187	0.305	0.000	0.327	0.001	0.272	
32	32	32	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65
-0.341	0.555	0.040	-0.085	-258	1	284	0.260	-0.207	0.004	-0.125	-0.080	0.066	0.177	-0.068	-488	0.188	-319	0.070	0.195	-835	-0.009	-0.116	357
0.056	0.765	0.630	0.581	0.037	0.022	0.111	0.099	0.977	0.320	0.452	0.603	0.158	0.592	0.000	0.133	0.010	0.580	0.120	0.000	0.941	0.349	0.004	
32	32	32	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65
0.250	0.126	-0.040	0.148	0.238	284	1	-285	0.040	0.099	0.232	0.171	-0.162	713	276	-0.110	-0.155	-0.561	-0.094	-0.013	0.133	-0.173	650	-0.112
0.168	0.492	0.829	0.238	0.057	0.022	0.021	0.754	0.432	0.063	0.172	0.197	0.000	0.026	0.381	0.219	0.000	0.455	0.920	0.290	0.168	0.000	0.375	
32	32	32	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65
-0.304	-0.064	-0.098	-0.153	-0.134	0.200	-285	1	0.100	-354	-687	-0.132	-0.074	-0.161	-434	-0.002	501	0.193	0.089	664	-410	0.149	-0.216	713
0.091	0.727	0.594	0.222	0.287	0.111	0.021	0.388	0.004	0.000	0.293	0.559	0.199	0.001	0.988	0.000	0.124	0.483	0.000	0.001	0.237	0.084	0.000	
32	32	32	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65
0.146	0.019	-0.057	499	0.154	-0.207	0.040	0.109	1	-286	-0.027	0.137	0.171	-0.008	290	0.068	0.046	-0.162	-0.362	332	0.112	-0.271	0.110	-0.027
0.426	0.917	0.755	0.000	0.220	0.099	0.754	0.388	0.020	0.832	0.277	0.173	0.952	0.019	0.588	0.714	0.146	0.003	0.007	0.375	0.029	0.381	0.833	
32	32	32	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65
0.049	0.227	0.171	0.024	0.121	0.004	0.099	-354	-286	1	458	0.125	-0.029	0.208	0.181	-0.064	-391	-0.123	-0.079	-0.321	0.183	-0.149	0.032	-0.291
0.792	0.212	0.350	0.852	0.335	0.977	0.432	0.004	0.020	0.000	0.321	0.818	0.097	0.150	0.612	0.015	0.327	0.530	0.009	0.145	0.235	0.802	0.019	
32	32	32	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65
0.283	0.068	0.084	262	276	-0.125	0.232	-687	-0.027	458	1	254	0.225	391	537	-0.168	-530	-459	-0.221	-500	353	-354	0.216	-513
0.117	0.713	0.647	0.035	0.026	0.320	0.063	0.000	0.832	0.000	0.041	0.071	0.001	0.000	0.181	0.000	0.000	0.077	0.000	0.004	0.004	0.084	0.000	
32	32	32	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65
-0.123	0.091	0.274	0.217	766	-0.095	0.171	-0.132	0.137	0.125	254	1	256	0.121	379	-0.068	-0.011	-0.232	-0.171	-0.159	296	-0.228	414	0.033
0.501	0.819	0.130	0.082	0.000	0.452	0.172	0.293	0.277	0.321	0.041	0.040	0.337	0.002	0.600	0.931	0.062	0.172	0.207	0.017	0.071	0.001	0.790	
32	32	32	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65
-0.300	0.027	0.203	482	0.290	0.066	-0.162	-0.074	0.171	-0.029	0.225	256	1	-0.079	432	-0.144	-0.006	-282	-0.080	-0.077	0.064	-419	-0.025	-0.022
0.096	0.882	0.265	0.000	0.109	0.603	0.197	0.559	0.173	0.818	0.071	0.040	0.534	0.000	0.254	0.062	0.023	0.527	0.543	0.614	0.001	0.844	0.862	
32	32	32	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65
0.226	0.181	-0.359	0.108	0.126	0.177	713	-0.181	-0.008	0.208	391	0.121	-0.079	1	334	-0.328	-0.170	-0.639	-0.080	-0.132	0.117	-0.299	503	-0.177
0.213	0.295	0.044	0.402	0.317	0.158	0.000	0.199	0.952	0.097	0.001	0.337	0.534	0.007	0.008	0.176	0.000	0.476	0.293	0.353	0.016	0.000	0.160	
32	32	32	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65
458	0.314	0.181	478	404	-0.068	276	-404	296	0.181	537	379	432	334	1	-0.152	-0.229	-476	-344	-0.237	324	-358	347	-272
0.008	0.080	0.320	0.000	0.001	0.592	0.026	0.001	0.019	0.150	0.000	0.002	0.000	0.007	0.227	0.067	0.000	0.005	0.057	0.009	0.003	0.005	0.029	

